

UNIVERSITY OF TAMPERE

**PARENT INVOLVEMENT IN SCHOOLING
PROCESSES: A CASE STUDY IN AN ACEH SCHOOL**

Faculty of Education

Master's thesis in education

DWI WULANDARY & HERLISA

July 2017

University of Tampere

Faculty of Education

DWI WULANDARY & HERLISA

Parent Involvement in Schooling Processes: A Case Study in an Aceh School

Master's thesis in education, 70 pages, 3 appendices

July 2017

The research topic of parent involvement in schooling processes in an Aceh school is examined through qualitative case study and interpretative phenomenological analysis (IPA). The study focuses on exploring the parents' understanding of their involvement in schooling processes based on the six typologies of Epstein. Parent involvement in an Aceh school is a crucial issue which needs to be studied. This research provides an analysis of parents' understanding of their involvement in schooling processes, what different kinds of ways parents/homes and school communicate between each other, and whose parents are frequently involved in schooling.

The research design is based on a case study which explored the implementation of parent involvement in schooling processes in an Aceh private school. This study tried to find information concerning the parents' understanding about their involvement in schooling processes, the ways parents/homes and the school communicate with each other, and whose parents were frequently involved in schooling, from 16 parents consisting of eight mothers and eight fathers. The data included interviews of parents, and a document review that was comprised of the attendance list of the parents in school meetings and student academic reports. The steps of data analysis were covered through the transcript, and by coding and categorizing. The categories of the study were based on the six typologies of Epstein consisting of parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. The purpose of these categories was to uncover the whole understanding of parents related to their involvement in schooling processes.

The three cores of education consisting of family, school, and community have an important role in attaining the goals of learning. The theoretical basis of parent involvement discusses several previous studies concerning parent involvement and student achievement. School and student achievement can be enhanced by involving parents in schooling processes. A good relationship between parents and school will foster the children's development in their learning. There are several barriers parent involvement in schooling, such as work demands, reluctance to attend the school, lack of communication with the school, and parents' perception of their involvement. Likewise, the reason behind parent involvement in schooling processes can be explained with attribution theory. According to Bernard Weiner's framework concerning of an attribution theory, there are four causes of motivation and emotion comprising of ability, effort, task difficulty, and luck.

This study revealed that parents' understanding regarding parent involvement in schooling processes is limited and needs to be improved. The parents have limited comprehension in the typology of Epstein, on types such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The findings indicated that parent involvement in schooling processes in an Aceh school is low. In addition, the motivation of parents to be involved in schooling processes was related to their own motives, such as merely to fulfill their obligation as a parent in rearing the children. Therefore, we suggest that the school needs to improve the school system concerning parent involvement. Further studies are also needed for this topic, by involving participants from several public schools.

Keywords: parent involvement, Epstein typology, parents' perceptions.

ACKNOWLEDGEMENTS

Praise be to ALLAH SWT, God Almighty, and Merciful, who has given the writers full strength in every struggle to complete the thesis entitled "Parent Involvement in Schooling Processes: a Case Study in an Aceh school". Peace upon the prophet Muhammad SAW who has brought the Islamic norms and values from darkness to the brightness of the entire world.

We would like to thank our family, especially for our beloved parents (mother and father) and nuclear family (husband, children, sister, and brother), who inspired and supported us in learning to continue the study.

In addition, we would like to express our sincerest gratitude and appreciation to the following scholarship sponsorship, Mr. Surya Paloh, Lestari L. Moerdijat, and Ahmad Baedowi, the Director of Education Sukma Bangsa. The writers also would like to thank those who helped in completing the thesis, Dr. Samsul Rizal Panggabean as the first advisor, Fuad Fakhruddin, Ph.D., Prof. Khoiruddin Bashori, Samsir Alam, M.Ed., and Nadiya Hayati for their patience in providing careful guidance, helpful corrections, giving advice as well as suggestions and encouragement during the consultation.

Thanks are also due to thank for our supervisor, Prof. Eero Ropo and Pekka R  ih   Ph.D., their guidance, advice, and assistance during our research. We have also received many positive corrections from Julie Rajala and suggestions for finding support literature from Markus Huhtamaki, and we are also indebted to thank his valuable recommendations to access the information supporting our writing-up process.

We acknowledge the contribution of our classmates, colleagues, and friends who helped us at all stages in the research and offered kind words, thoughts, and actions in supporting our work.

CONTENTS

1	INTRODUCTION	1
1.1	BACKGROUND OF STUDY	1
1.2	PURPOSE OF STUDY	4
2	LITERATURE REVIEW: TOWARD MORE ACTIVE COOPERATION BETWEEN SCHOOL AND PARENTS/HOMES	6
2.1	THE CONCEPT OF PARENT INVOLVEMENT	6
2.2	TYPOLOGY OF PARENT INVOLVEMENT	7
2.2.1	<i>Parent involvement at home</i>	<i>11</i>
2.2.2	<i>Parent involvement at school</i>	<i>12</i>
2.3	PARENTS' PERCEPTIONS OF PARENT INVOLVEMENT	13
2.4	BENEFITS OF AND BARRIERS TO PARENT INVOLVEMENT	15
2.5	PARENT INVOLVEMENT IN THE ACEH CONTEXT	19
2.6	ATTRIBUTION THEORY	21
3	RESEARCH METHODOLOGY	26
3.1	QUALITATIVE CASE STUDY	26
3.2	PARTICIPANTS	28
3.3	PROCEDURE OF STUDY	29
3.4	DATA ANALYSIS	31
3.5	ETHICAL CONSIDERATIONS	32
4	FINDINGS AND DISCUSSION	33
4.1	PARENTS' UNDERSTANDING OF THEIR INVOLVEMENT IN SCHOOLING PROCESSES	33
4.1.1	<i>Lack of information of parents about volunteering in schooling, participating in school committee, and collaborating with the community</i>	<i>34</i>
4.1.2	<i>Parents feeling fear when getting a phone call from school</i>	<i>42</i>
4.1.3	<i>Parents feeling ashamed to attend school</i>	<i>44</i>
4.1.4	<i>Parent did not understand the importance of their involvement in learning at home</i>	<i>45</i>
4.2	WAYS OF COMMUNICATION BETWEEN PARENTS AND SCHOOL	48
4.2.1	<i>Types of communication</i>	<i>49</i>
4.2.2	<i>Two-way communication</i>	<i>51</i>
4.3	WHOSE PARENTS ARE FREQUENTLY INVOLVED IN SCHOOLING PROCESSES	54
5	CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH	59
5.1	CONCLUSIONS	59
5.2	IMPLICATIONS	62
5.2.1	<i>Policy implications</i>	<i>62</i>
5.2.2	<i>Recommendation for further research</i>	<i>63</i>
	REFERENCES	64
	APPENDIX 1	71
	APPENDIX 2	72
	APPENDIX 3	74

LIST OF TABLES

Table 1. Theoretical framework of Epstein based on family, community, and partnership model...	10
Table 2. Data of informants	28

LIST OF FIGURES

Figure 1. Model of potential barriers to parent involvement	18
Figure 2. A2X2 scheme for the perceived causes of achievement outcome.....	22
Figure 3. Locus X stability scheme, classified according to locus and stability.....	23
Figure 4. Attribution – Emotion – Behavior process	23
Figure 5. Internal causes of success and failure, classified according to stability and control ability	24
Figure 6. Structure of causal perceptions when external causes are seen as uncontrollable	25

1 INTRODUCTION

1.1. Background of the study

Recently, there has been growing interest in parent involvement in Aceh. Parent involvement has concerned many stakeholders, namely the government, education practitioners, the community, and parents. Many attempts have been made to develop the quality of education, particularly at school, such as constructing facilities in education, improving the quality of teachers and increasing the quality of learning. However, the role and engagement of teachers, school staff, society, school committees and families are a crucial to support the learning process as well. Therefore, parents also have an essential contribution to their children's success.

Primarily, the family is the first education center for children. Parents have a very significant influence on their children's development. Consequently, parents have the important responsibility to lead and support their children's development. Parents should create a pleasurable environment so that children's potential and self-confidence can develop well. Moreover, parents should also have an active role in their spare time for their children, including attending and following school programs. On the other hand, school as formal education helps children learn about socialization, communication, and develops their academic ability. For this purpose, a positive school is a school that provides a place for parents to get involved in the schooling processes. Thus, parents have the responsibility to involve themselves in their children's education through school programs. Furthermore, positive cooperation and communication between parents and school will foster children's progress and success in their education.

Additionally, the responsibilities of parents for their children's education will be reduced when they enroll their children in school. Therefore, parents may fully devolve their children's learning process to the school. This is supported by Hornby (2011), who stated that parents' perception of their role is only taking children to school, after which then the school has the responsibility to educate their children, so that parents are less engaged to participate in supporting their children's education both at home and at school. In line with that, Cooper, (1991) as cited by Smith et al., (2011) found that when parents decided to choose the best school for their children, they assumed that this would be adequate to guarantee the success of their children without the need

for their further involvement. This implies the school has full responsibilities in the learning process. However, since children's success also depends on parent involvement, a school should provide more programs involving parents.

First and foremost, parent involvement in their children's education is not only at home but also at school. Parents' participation in their children's education at home includes motivating their children to learn, creating a conducive environment at home, monitoring their learning, and assist them in doing homework. Parents are able to understand the children's difficulties at school when they assist their child in doing homework. In addition, parents are also able to build a positive emotional connection when they have good communication with their children. On the other side, parent involvements at the school include their willingness to attend school events, initiative to communicate with teachers, and contribution in providing suggestions to support the school policy. For instance, parents can get information about their children's learning progress through communicating with teachers. Hence, they would know what difficulties their children have had, and how their children interact with others at school. Therefore, parents' attention gives a comfortable feeling for children that is able to build children's motivation to learn.

Several studies have found that there is a relationship between parent involvements in schooling with their children's achievement. Georgiou (1997) found that parent involvement, which includes assistance in doing homework and involvement in school programs, has a correlation with student success. Parent involvement has benefits for children's academic achievement and the development of their characters and behaviors. This is supported by Henderson, (1987) as cited by Georgiou, (1997), who said that the ability of children at school will be better when parents are involved in schooling. In addition, Fan and Chen, (2001) as cited by Yoder and Lopez, (2013) argued that parent involvement in education is one of the major factors in enhancing students' academic achievement and promoting their positive behavior.

Parent involvement is a crucial issue all over the world, including in Indonesia. As Indonesian Law Number 20, 2003, on the national education system, in the second part of Subsection 7 about the rights and duties of parents stated: "(1) Parent have the right to participate in choosing education units and to receive information about their children's educational development. (2) Parents of compulsory school-aged children are obliged to provide basic education to their children". Werf, Creemers, and Guldemon, (2001, p. 449) stated that "In Indonesia, parent involvement was seen as an important aspect in increasing the quality of education in order to have better student outcomes". However, do Indonesian, especially Acehnese parents know what importance their involvement in schooling processes has? Is there any guarantee that parent involvement is also occurring in Aceh?

Numerous studies in Indonesia about parent involvement indicate several factors that cause parents' lack of involvement in schooling processes. A study about children's interest in reading by Sandjaja (2001) revealed that parents' lack of involvement is mainly caused by the low social economic factor and conflict within the family. This is supported by Yetti (2012) who claimed that economic crises and natural disasters in several regions in Indonesia cause conflicts within families. Mental stress experienced by parents due to the conflicts reduces their capacity to develop and sustain their children's interest in reading. Hence, the children's development is not optimal. However, parent involvement has received little attention.

The fact that parent involvement in Aceh in schooling processes is still low can be observed from the school's perspective. One of the factors that leads to a lack of parent involvement is the ignorance of participating in school events. On these occasions, most of the parents cannot attend the school's events such as attending the Parent Teacher Association (PTA) meetings, school fair, and bazaar. The parents also do not participate well in school programs because they are busy with their jobs or fail to see the schedule of school events. It can also be said that there is a lack of communication between parents/homes and school with each other. As a consequence, a relationship between parents and school through communication is important to deliver the information in supporting school programs in schooling processes.

Primarily, one of the school's programs is inviting parents to acquire their children's academic report. Essentially, it is the result of the student's progress in their learning process in school. Nevertheless, a preliminary finding of a case study that we conducted in the Junior High Level of Sukma Bangsa School, parents' attention to come to school in receiving the academic reports of midterm years of 2016-2017 from the total number of parents was 148 people, 74% of parents merely attended to school. Based on this finding, it proves that not all parents participated fully in their children's schooling processes. Furthermore, they asked their family or neighbor to replace them for taking their children's academic reports. At this point, the reasons why most of the parents still do not attend the school events were not obvious.

This study was conducted in Sukma Bangsa School, Aceh. Involvement from various elements of education is an important issue in making a positive educational environment (this is the vision of the Sukma Bangsa School). In the Blueprint of Sukma Bangsa School, Baedowi et al., (2005, p. 57) claimed that "the school elements that should be involved in the learning process are: (1) Parents or family, (2) Organizations or civil society institutions, (3) local government and its branches, and (4) business". It could also be said that the blueprint has also stated clearly the issue concerning parents' responsibility and participation in students' learning processes. Therefore, the elements such as school, family, and community cooperation have an important role in developing

education, and parents' engagement in Sukma Bangsa School became an important issue to be examined.

In this case, parents could be involved in the learning process such as assisting their children in doing homework (Baedowi et al., 2005). Also, the school is also expected to create programs that can enhance parent involvement in education. The school holds the events for parents such as parent-teacher association (PTA) meetings, school committee meetings, workshop, bazaar, school fair and family recreation in order to bind a positive connection between parents and children. Then, parents are also engaged in making decisions, such as developing the curriculum, determining and evaluating the teachers, applying the school's procedure, and allocating the budgets. All of those outcomes are needed to promote and contribute to parent involvement.

Most of the parents in Aceh, in the scope of Sukma Bangsa School, think that their involvement in schooling processes is less important. Evidence of this fact is that the presence of parents in the PTA in 2016-2017 was only 74% of parents. We think for those 74% of parents attending school is quite enough. But, it would be better if 100% of parents were involved. For this reason, we would like to explore the parents' understanding in Aceh about their engagement in education. Therefore, the parents could realize that their involvement at school can improve their children's academic achievement. Similarly, this study can make parents/homes closer to the school. This study focuses on the perception of parents' involvement in learning in Aceh. In this study, we address the question more broadly; what is parents' understanding about their involvement in the educational process, what different kinds of ways parents/homes and school communicates with each other, and whose parents are frequently involved in schooling?

1.2. Purpose of the study

The purposes of this thesis are to explore an understanding of parents specific to their involvement in schooling, to identify the way of communication between schools and parents/homes, and to know about the engagement of parents who are often involved at school. In the same way, the aim of this thesis is to explore the parents' understanding of their involvement in schooling processes. The researchers determined the form of parenting at homes such as their assistance when children have difficulty in doing homework, also at schools, such as parents' attendance and participation in the school's events, their communication with school/teachers, and their relationship with other parents, as well as their connection with the school committee. Therefore, this thesis seeks to address the following questions: What is parents' understanding of their involvement in schooling processes? What different ways do parents/homes and school communicates with each other?

Whose parents are frequently involved in schooling? The results of this study are expected to provide benefits not only for parents but also for the school. In order to improve parent involvement in the schools, the obstacles which prevent their involvement should be understood. After that, the school could arrange programs which are needed from the parents' point of view. Thus, parents will have awareness and possibilities for participation, to be involved in their children's education.

This thesis is divided into four main sections. Chapter 2 reviews existing literature in the field. Chapter 3 describes the research design. Chapter 4 explores the findings of the study and examines the results related to our research questions and hypotheses. Finally, chapter 5 presents the main points and implications of policy and further research.

2 LITERATURE REVIEW: TOWARD MORE ACTIVE COOPERATION BETWEEN SCHOOL AND PARENTS/HOMES

2.1. The concept of parent involvement

There are several perspectives on the concept of parent involvement from teachers, principal, parents, and even students. Defining parent involvement depends on their respective experience. However, parent involvement has been defined by many researchers in a variety of ways. The term "parents" means that people are engaged and more involved in caring for children. Parents here are not only the core family like a father or mother, but includes also grandparent, foster parents, and guardians (Hornby, 2011). Parents have the responsibility of raising, educating and guiding offspring towards a better life in the future. Thus, they prepare their children to socialize with the outside world.

Parent involvement is the essential factor in improving the knowledge and supports children's education. It is referred to as the relationship between parents and children that plays a part in their children's progress and also leads the parents to take part in schooling processes (Reynolds, 1992). In general terms, parent involvement is defined as representing "...parents' active commitment to spend the time to assist in the academic and general development of their children" (Borgonovi & Montt, 2012, p. 20 as cited by Daniel, Wang & Berthelsen, 2016).

Fantuzzo et al., (2004) as cited by Yoder and Lopez (2013) define parent involvement as communication between home and school, supporting learning at home, participating in school activities, and having a voice in decision-making practices within the administrative structure. The development of children in learning progress can be identified by such indicators as better grades, attendance, and a good attitude. It can be monitored through good communication between parents and teachers. One form of parent involvement in school is communicating with teachers. Communication can be a bridge for parents to get involved in children's education. In essence, parents have an obligation and responsibility to carry out the education of their children. The role of

parents in the learning process can influence children's development. For this reason, the quality of education can be improved by involving parents in education.

Parent involvement is necessary to improve the academic achievement of students. When the parents get involved in the learning process, the children will be motivated to do better at school. Wood, (2003) as cited by Ibrahim and Jamil (2012), showed that parents who are involved in the school process of their children will enhance academic success at school. Participation of parents in learning, such as assisting their children in doing homework or assignments from school, being a volunteer, contributing through support and affirmation of their children's achievement can be identified by better grades, attendance, attitudes, and homework completion (Smith, Wobhlstetter & Pedro, 2011). Reynolds (1992, p.446) states that "The indicator of PI obtained from parents, teachers, and children regard potentially enriching interactions with the child at home or in support of the child at school". Intense contact with children at home and facilitating them in school is also included as an indicator of parent involvement.

Olmstead (2013) classified parent involvement into reactive and proactive involvement. Reactive involvement means parents attend to school programs that are organized by the school such as parents' meetings, family gatherings, or volunteering whereas proactive involvement is the participation of parents in assisting their children, completing homework, discussing school activities, and following the children's improvement. In conclusion, parents need to be aware of their roles and responsibilities in educating their children. The desire to engage in any activity related to their children's education both at home and in school involvement should be owned by each parent.

The concept of parent involvement in this part is clear based on the definition of the authors that emphasizes its the different aspects. It is related to the multiple perspectives that are influenced by their lived experiences. An explanation of the types of parent involvement both at home and at school will be explained in the next sub-section.

2.2. Typology of parent involvement

The parent involvement approach that focuses on Epstein's framework has a different perspective in considering the behavioral dimension of parents than Hoover-Dempsey's and Sandler's model. The psychosocial dimension of parent engagement based on Hoover-Dempsey and Sandler's model was categorized into three parts: participation of parents in school such as assisting their children to do homework or assignments from school and being a volunteer; contributing through support

affirmation to their children's achievement; and implementing social values such as having great hopefulness for their children's success in education (Chen & Gregory, 2010).

On the other hand, many researchers have examined the types of parent involvement in schooling processes related to parents' participation in supporting the learning process. These findings generally include the following: parents' contribution in education in paying tuition fees routinely and providing for the children's needs (Honrby, 2011), parents' participation related to school programs such as assisting in doing homework and attending school events (Meintjies, 1992 as cited by Ibrahim & Jamil, 2012), parents' encouragement of their children's behavior (Atkinson & Forehand, 1979 as cited by Chen, 2009), and parents' expectations for their children's achievement in the learning process (Fan & Chen, 2001; Houtenville & Conway, 2008). Most importantly, the school can renew its programs in encouraging parents to be more involved in the schooling processes.

Parents' responsibility is to provide children's needs such as paying tuition fees, taking to and picking up their children from school and buying books. According to Peng and Lee, (1993) as cited by Werf et al., (2001) that the home variable and the count of parent-child activities have a significant portion of variance, yet there is a negative relationship between discussion at home about school activities and academic achievement. It is an essential role of parents to support their children's learning process in education. Basically, time to interact at home between children and parents is less compared to the time children spend at school. Furthermore, the quality of communication and interaction between children and parents motivate the children in learning to enhance their achievement in the future.

In addition, the participation of parents in assisting in doing homework or assignments from school also supports their children's achievement. Pomerantz and Eaton (2001) claimed that especially for middle-class European American families, children's performance in school is predicted to increase when the mother assists in her children's homework for 6 months after. Conversely, Hill and Tyson (2009) claimed that parents' assistance in doing homework or assignments from school, accompanying and ensuring the homework is complete were the only types of participation that inconsistently related to their children's success. Basically, parents assist children who are having difficulties in doing homework from school even though the children do not feel the parents' assistance is necessary, and also parents may examine it to make sure that is correct so that the children's understanding will be better. Another form of parents' engagement is attending the school. Parents' attendance in a school's events is helpful for them and the teachers. The parents are able to know about their children activities and progress in learning. Here, the teachers will know more about their students' problems and attitudes at home, which helps teachers

find the solutions concerning how to support the students in the learning process. Moreover, the school can develop school programs to increase parents' involvement at school.

Next, parents' encouragement can improve the behavior of their children. DeHass (2005) argued that the children will be motivated when parents and teachers work together to support them. Parents are role models for children at home. For that reason, they should provide a positive behavior in actions and communication with each other. For example, when the children make a mistake, the parents should not scold their child and not commit verbal violence. In this case, they should approach the child and try to find the solution through communication.

Lastly, parents' expectations for their children in the learning process can mean that the children are successful in the future. Parents certainly have a high expectation for their children, so that they enroll their children in the best school. Fan and Chen (2001) claimed that the control and support of parents at home have virtually no connection with their children's progress, but the parents' expectation for their children's success has a positive relationship with their children's achievement. Therefore, high parent expectation will strengthen their children's motivation to achieve their goals in education.

The study of parent involvement considers the theoretical framework of Epstein. She has developed the most reputable framework about parent involvement which defines six types of parent engagement (Epstein, 2010; Epstein et al., 2002. Epstein's framework, 2001, 2011) and served as the frame of our study through exploring parent involvement at home and also at school. Henderson and Mapp, (2002) as cited by Patrikakou and Anderson (2005) claimed that parents' engagement is often classified into two broad categories: "at home" and "at school". It shows how parents are able to be involved in the schooling process, as well as to examine whose parents are active or not in involving themselves in their children's learning process.

Epstein's framework, categorizing parents' engagement related to the school-family-community model into six types, was derived from the theory of overlapping spheres of influence (Epstein, 1995 as cited by Sanders & Epstein, 1998, p. 4; Ibrahim & Jamil, 2012, p. 39; Smith, Wohlstetter, Kuzin & Pedro, 2011, p. 77). Sanders and Epstein, 1998, p. 4 said:

"The six types of involvement are: 1) parenting — helping all families establish home environments that support children as students; 2) communicating — designing and conducting effective forms of communication about school programs and children's progress; 3) volunteering — recruiting and organizing help and support for school functions and activities; 4) learning at home — providing information and ideas to families about how to help students at home with school work and related activities; 5) decision-making — including parents in school decisions, and 6) collaborating with the community — identifying and

integrating resources and services from the community to strengthen and support schools, students, and their families”.

Basically, the above shows specific responsibilities of parents. Each type of engagement of parents or relationship between parents and school has different outcomes for students. The type of the basic obligations at home is parenting. However, communicating is the basic obligation at school. Therefore, parent involvement in the schooling process consists of home-based involvement and also school-based involvement (Sui-Chu, 1996; El Nokali et al., 2010; Strickland, 2015).

For example, home-based involvement as the engagement of parents refers to type 1 and 4, and means when parents assist their children about motivation in learning and provides conditions at home that support them comfortably in studying. On the other hand, school-based involvement as the participation of parents refers to types 2, 3, 5, and 6, which show their awareness of involvement in schooling processes (Hayes, 2011 as cited by Strickland, 2015). El Nokali et al., (2010) said that parent involvement includes of their behavior at home and participation at school in trying to promote their children’s educational learning.

TABLE 1. Theoretical framework of Epstein based on family, community, and partnership model

Type	Based Involvement	Description	Example
1 Parenting	Home	Basic obligations of families	Fulfilling students’ needs such as health and home environment, assisting families with parenting skills, building the discipline and motivation of students, paying tuition fees on time, solving the constraints as a parent.
2 Communicating	School	Basic obligations of schools	Communicating by schools to parents through a letter, via phone, or parent-teacher meetings.
3 Volunteering	School	Contribution at school	Volunteering in a classroom to share and support in the learning process or attending the schools' events.
4 Learning at home	Home	Engagement in learning activities at home	Helping their children in doing homework categorized into control of learning and support of learning.
5 Decision making	School	Participation in decision-making, governance, and advocacy	Discussing in a parent-teacher association (PTA), school committees, and home visit.

Type	Based Involvement	Description	Example
6 Collaborating with community	School	Collaboration and exchanges with community organizations	Making relations with other groups and sharing the responsibility to strengthen the schools' programs, family practices and student development.

2.2.1. Parent involvement at home

In fact, parent involvement is one of the most important things to improve children's behavior and achievement in schooling processes. It will be achieved by involving parents in the schooling process at home, such as in motivating, facilitating, and assisting the student. Singh et al., (1995) cited by Fan and Chen (2001) stated that there are many facts showing that some aspects of parent involvement possibly have more obvious consequences for children's academic progress than others. Furthermore, parent involvement is important in learning because it will enhance students' motivation and achievement.

For instance, parent involvement at home can be categorized into parenting and learning at home. Firstly, families have a responsibility in providing for the health of their children and setting up a home which is acceptable for study. In any case, a mother has an enormous role in assisting their children at home rather than a father. Conrade and Ho, (2001) as cited by Alsheikh, Parameswaran and Ethoweris, (2010) found that the parenting style of a mother had a bigger influence on the acts of children in school at Bronte-Tinkew. Another possibility, Moore and Carrano, (2006) as cited by Alsheikh et al., (2010) found, was that the parenting style of fathers' emotional awareness was related to actions of their children as well. Therefore, parents' participation at home will foster the motivation of their children in schooling.

Secondly, the participation of parents at home is assisting their children in learning at home. This engagement consists of the control and support of learning. For example, control of learning is asking if the children have homework or assignments from school, suggesting to their children to finish their homework, reciting the Qur'an, knowing of their children's activities, looking for activities for their children and choosing friends for their children. On the other hand, support of learning is giving the facilities such as a smart phone, the internet, and a laptop. Then, parents are also providing additional learning, reciting the Qur'an, and asking about difficulties in doing homework from friends or neighbors who have more understanding.

Finally, parent involvement at home is not only parents' responsibility for health and safety, but also in doing homework. It has a close relationship to their behavior. Hayes, (2011) as cited by

Strickland (2015) said that home-based involvement is the ways parents educate their children at home that enhance their children's academic achievement.

2.2.2. Parent involvement at school

Basically, the role of parents in education is enrolling their children in school. It shows that parents have the responsibility to support their children's success in the future. On the other side, the school is preparing many events and programs that can involve parents in the schooling processes. Parents and teachers have a very important role in constructing the children's willingness to learn. Wilder (2014) claimed that overall there is a positive relationship between parents' involvements in school with the children's achievement. A more detailed analysis found that this relationship would be weakened if the parents' engagement involved only assisting and monitoring their children in doing homework. On the contrary, when parents participate the show hope and care about their children's future so that the relationship would be strengthened.

For example, one of the forms of parent involvement at school is communication between parents and teachers. Through communication, parents can discuss their children's achievement and attitude. In addition, teachers can also know the children's problems at home and how to encourage them in learning. Therefore, the communication of parents helps in understanding their children's learning ability, and helps in solving their children's problems at school and constructing their children's behaviors. Then, parents can guide their children's development in the educational process at school. Furthermore, parent involvement is able to motivate and promote the self-confidence of student. This issue will be a factor which encourages students in learning. Eventually, the quality of parent involvement will facilitate the effectiveness of a student's academic achievement.

Specifically, the school made an appropriate program and organized events to involve parents in the schooling process. One of the school programs is communication with parents. Teachers should make a relationship with parents in providing the information about their child. In addition, the school explains to them about policies, the school's programs, the school's rules, and the school's regulations. Furthermore, they also advise them about their children's progress. Therefore, the parents should take their time to attend the school's events and initiate effective communication with the teachers. Additionally, parent involvement in the schooling process helps the school create strategies and programs so that parents can be more engaged.

For the most part, the school-based involvement of parents describes parents' relationship to the school (Pomerantz et al., 2007). For instance, activities can include visiting the classroom as a

guest teacher, helping in the school's events as a volunteer, attending to the PTA or taking the report, and communicating directly or indirectly with teachers (Daniel, Wang & Berthelsen, 2016).

For example, parents can become volunteers who support the school's activities. In this case, the school is offering opportunities for parents to visit school to offer their help on various occasions. Similarly, the parents as guest teachers come to share their experiences with the students. Also, the parents can be invited as an audience in various events at school. According to Smith et al., (2011), decision-making aims to implicate and empower parents in the school's programs and management in providing their suggestions to support the learning process for their children. Furthermore, parents will have an active participation in decision making when the school holds meetings with them. Briefly, there are some governing aspects, such as planning, setting priorities and budgeting, of parents' participation and involvement in the school's activities and programs.

2.3. Parents' perceptions of their involvement

Basically, parents want their children to grow and develop to be good, smart and successful in the future. There are many more expectations of parents for their children, all of which are positive. In order to accomplish these expectations, parents will endeavor to fulfill every need of their children at the expense of time spent with their family both in learning and playing. On the one hand, the duty of parents to discharge the basic needs of their children is fulfilled in a good way. Conversely, the lack of involvement of parents in assisting children in learning will have an impact on their achievement at school. Deslandes (2009) stated that if the parent believes in the importance of their responsibility in their role as parents in their role to be involved in their children's schooling, parents tend to be more actively involved.

The perception of parents commonly happens when enrolling their children in school. They perceive that their obligation as parents has been completed in terms of learning, and that furthermore, the school has the function and responsibility to provide their children with knowledge. When the children are in school, this part of the parent's responsibility is reduced, so that they only need to execute their other role. This leads to an imbalance between expectations and action. If parents want their children to succeed, their role should be more active in fulfilling the basics of their children's needs. Parents' engagement in the learning process of their children includes assisting children with homework, attending school activities and discussing with the school to inquire about the development of their children in school. Through this involvement, the children will be motivated and will have enhanced self-confidence to do their best in school and at home. Epstein (1987, p.121) stated that parents train the children at home by constructing "self-

confidence, self-concept, and self-reliance" to promote their achievement in schooling. Not only do parents have the responsibility to cultivate these aspects, but also the school has the same responsibilities when children are at school.

Parents play a role in education, which is providing the first educational center for children in assisting, guiding, teaching, so that what is done by the parents at home, both in terms of behavior and speech, will be a reference for children. Additionally, children will imitate what is learnt in the family. The family is the first environment that initiates the experiences of efficacy. However, in line with their development, when the child is interacting with the society, playmates become more important for children in improving self-knowledge of their abilities (Bandura, 1994). Therefore, parents should have adequate knowledge in parenting and have to think that their involvement is a form of responsibility and obligation as a parent (Deslandes & Bertrand, 2005).

The development of children depends on the parenting style. Children who have received good care usually also have a good character and good manners in society. For example, they have good behavior, discipline, and are helpful. Parenting has an important role in constructing self-efficacy for children, and parents' own beliefs and life experiences determine their parenting style in rearing their children. Bandura (1994, p.2) defines "self-efficacy as people's beliefs about their abilities to produce effects". Parents who have high self-efficacy are inclined to overcome barriers that prevent them getting involved in their children's success. On the contrary, parents who have low self-efficacy tend not to want to be involved in encouraging the success of their children. They believe that their parenting effort would be useless (Ardelt & Eccles, 2001). The findings from the research "understanding parenting practices and parents' views of parenting programs: a survey among Indonesian parents residing in Indonesia and Australia", showed that "Indonesian parents had a high level of parents' self-efficacy and low levels of parents' stress, dysfunctional parenting practices, family relationship and parents' teamwork problems" (Sumargi, Sofronoff & Morawska, 2015, p. 153).

Parent engagement depends on what is desired by their child. If their children want them to be involved, they will become involved (Deslandes & Bertrand, 2005). The closeness of parents with children can improve their achievements, both academic and non-academic achievements. Kocayörük and Şimşek (2016) stated that the positive effect of the good relationship between parents and adolescents can increase student outcomes. In addition, parents' perception of reports provided by teachers about students' growth impact on parent involvement both at home and at school. Communication between parents and teachers, a positive school environment and a welcoming atmosphere at the school perceived by parents can improve parent involvement (Patrikakou & Weissberg, 2000).

There are several factors that impede parent involvement in school. For instance, “feelings of marginalization” (Yoder & Lopez, 2013, p. 429), lack of skills, limited communication, as well as different cultural and psychological factors. In addition, lack of knowledge of educators concerning how to build partnerships with parents becomes as an obstacle to parent involvement (Yao, 1988; Swap, 1993 cited in Sohn & Wang, 2006). Most parents are embarrassed to come to school. Parents feel that teachers have a better knowledge and competence. The lack of a welcoming atmosphere toward parents at school also constrains parent involvement. For example, when parents come to school to complain about their children's achievement or the school system, it can be perceived as a threat to educators. This is one of the common attitudes educators show to parents. The fact is that “parents are often viewed as being either problems or adversaries” (Hornby, 2011, p. 4).

Another form related to parent perceptions of parent involvement is the selection of schools for their children. Parents whose economic status is at medium level are more likely to choose private schools than public schools. They may assume that private schools have more advantages in teaching and learning. The reasons of parents for choosing private schools may be related to their belief that their children have a better probability for success at the school (Colley, 2014), even though there is no difference in adoption of the national curriculum in both private and public schools. However, as Colley (2014, p.217) stated, “whether the school is public or private, the sacrifices parents make to send their children to school are backed by their high expectations and the motivation they provide to their children to succeed”.

2.4. Benefits of and barriers to parent involvement

In exploring about the benefits of parent involvement in the learning process, an important question came to mind; why should parents be involved in schooling processes? Basically, the role of parent involvement in education would be the support for children's success in the future. Sapungan (2013) stated that parent involvement in schooling processes fosters their children's development. In addition, parents also have a responsibility for children's development in supporting the social environment. The school is able to increase parent involvement in education so that it enhances the quality of education. Child Well-Being, 2010 as cited by Sapungan, (2013) claimed that the engagement of parents in the learning process not only enhances morale, behavior, and academic attainment but also encourages a positive attitude and social intercourse in society.

In addition, parent involvement is one form of the external motivations that can develop intrinsic motivation in the children's learning. Froiland, (2011a); Froiland et al., (2012) as cited Froiland et al., (2012) claimed that school autonomy, the room where the children learn in school,

and home atmospheres encourage children to get motivation from them. They will be motivated to do better in school when parents are involved in the schooling process. Parents and teachers are aware of the link between a child's will to learn and becoming a knowledgeable person. Froiland (2011a); Reeve and Jang, 2006, as cited Froiland et al., (2012) said that even though there some awareness comes from parents, the influence of teachers has an impact in building children's consciousness. The school counselor is able to suggest to both parents and teachers that they raise their relationship through communication each other. Moreover, parents can help their children to make appropriate choices based on their perceptions.

Specifically, children's low motivation or even amotivation would prevent them from learning, making them satisfied with the results achieved. In addition, they also may feel apathetic, uncreative and unfocused in learning. Considering these conditions, the role of parent as motivator is required to raise the level of motivation in their children for learning. The school counselor can also train parents to be autonomous in supporting their children at home. Froiland, (2011a) as cited Froiland et al., (2012) focused in their study on parents who were met with by the school's counselor for half an hour a week over seven weeks. They were taught how parents can be autonomous in supporting their children. It was found that the process helped the children believe their parents love them, and consequently, they were more comfortable with their parents. When the children feel that comfort, then their self-esteem will increase as well. In other words, increases in self-esteem and motivation to learn will also enhance students' confidence in learning.

Myers and Monson (1992), as cited by Anfara and Mertens (2008), prove that the benefits of parent involvement are as follows: enhancing academic achievement, increasing students' grades, improving school attendance, having a sense of well-being, improving students' behavior, completing homework, intensifying the time spend with parents and students together, having a better expectation of students and parents about higher education, having a better perception of students and parents about classroom and school climates, and creating a greater satisfaction of parents with teachers.

Firstly, parent involvement either at home or at school has an effect on enhancement of the children's academic achievement. This is supported by research by Houtenville and Conway (2008), who found that the parents' effort has a direct impact on the student's attainment (Fan & Chen, 2001, Epstein et al., 2002). The children will be motivated to learn when their parents care and are directly engaged in the learning process. Therefore, they will be more enthusiastic about learning. In addition, a high student academic achievement can be seen in the student's grades concerning all learning activities. Pinantoan, (2013) as cited by Sapungan (2013) stated that there is a strong influence of parents' engagement on a student's academic achievement. Lee, (1994) as cited by

Epstein (2010) found, by using longitudinal data and accurate statistical controls, that parent engagement has important benefits for the children's attitudes, behaviors, and grades in junior high school through senior high school. Likewise, parents will motivate the children to enhance their discipline, including attendance at school. Moreover, when parents build a positive relationship through active communication with the homeroom teacher it will help them to know about their children's condition faster.

Secondly, children have a sense of well-being when parents have care and concern for them. A strong sense of wellbeing means a combination of physical, social and emotional factors. Parent involvement at home such as motivating children to learn and constructing a comfortable home condition has an essential influence that helps children to feel happy all the time and be free of illness. In addition, parents' engagement in promoting social factors will have a positive influence on a student's behavior. Thirdly, can parents assist in completing homework or assignments from school? Hoover-Dempsey and Sandler, (1995, 1997) as cited by Hoover-Dempsey et al., (2001) argued that there are three main reasons that parents engage in their children's homework, as follows: parents believe they should be involved and it will create a positive improvement, and also they feel there it provides an invitations for involvement. Furthermore, help in doing homework is also one of the ways that intensifies the time spent by parents and students together.

Lastly, parents assume that if they have trust in their children's education it will make better expectations for them in the future, because the ambitions of children will be increased when parents get involved more in their education. Furthermore, parents also assume they will have a better perception of the classroom and the school climate of their children. The children will also be enthusiastic to learn if they feel comfortable with the classroom conditions, such as cleanliness and orderliness. The school climate also supports learning, such as school culture; no cheating, no bullying, and no smoking. Therefore, parents have a high contribution to make to their children and the school, and parent involvement can help teachers in the learning process.

In this study, based on the theoretical work of Epstein (2001) which concerned overlapping spheres of influence between family, school, and community, there are several barriers to parent involvement in schooling (Hornby & Lafaele, 2011). Generally, the barriers (Figure 1) that influence parents to engage in the learning process must be resolved. There are many positive effects of parent's involvement for children's progress, such as enhancing academic achievement, behavior, attitude, attendance, and life goals (Kerbow & Bernhardt, 1993 as cited by Anfara & Mertens, 2008). Therefore, it is increasingly crucial to explore the gap of these barriers to encourage parents to become actively engaged in their children's learning process at school (Yoder & Lopez, 2013).

Lack of parents' confidence is one of the barriers that can affect their children's attainment (Eccles & Harold, 1993 as cited by Hornby & Lafaele, 2011). Parents assume their capability in content knowledge cannot support their children. However, Hornby, (2000) as cited by Hornby and Lafaele (2011) stated that a higher level of parents' education does not always support their children in learning. Therefore, parents should have confidence in themselves and they should believe their confidence will help their children in learning.

The potential barriers to parent involvement can be categorized into four areas to try to explain and elaborate on the difficulties of parents. First, family factors, which include parents' beliefs about getting involved in their children's education; parents' attendance in school's events, parents' life context, and parents' backgrounds, such as social class, ethnicity, and gender. Second, factors related to the children's age, barriers in learning and disabilities, rewards, and aptitudes, and also problems in attitude. Next, factors of the relationship between parents and teachers, related to managing purposes and schedules, interacting with other and using effective language. Finally, factors of the social environment related to historical and demographic, political and economic issues.

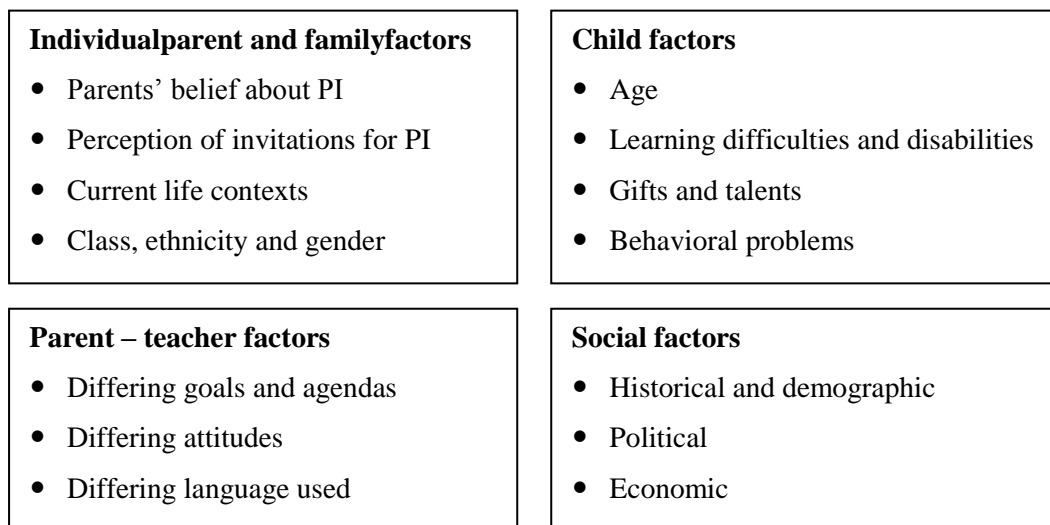


FIGURE 1. Model of potential barriers to parent involvement

2.5. Parent involvement in the Aceh context

The Indonesian government has set a law on community participation in improving the quality of education. In accordance with Law Number 20 in 2003 on the education system in Indonesia, Subsections 7 and 8 focus on the rights and obligations of parents and the community. In reference to the law, we have concluded that parents have the right to choose their children's education and gain information about the development of their children's education. In the same way, parents are obliged to provide a basic education to their children. On the other hand, the society is entitled to participate in the planning, implementation, monitoring, and evaluation of educational programs. Likewise, the community is obliged to provide support resources in education.

Parent involvement is an essential factor to enhance the quality of education related to student achievement. However, Karsidi et al., (2014) revealed that parents from public senior high schools in Karanganyar, Central Java, Indonesia are not actively involved in assisting their children's learning because parents have a lack of understanding about the benefits of their involvement in education. According to Werf, Creemers, and Guldmond (2001), parent involvement is a key focus of the Primary Education Quality Improvement Project in Indonesia (the PEQIP project) to improve student outcomes. In 1990, the Indonesian government through the World Bank, as an assistance to improve the quality of primary education, formed the PEQIP. The PEQIP took place in six provinces: Aceh, Sulawesi Utara, Sumatera Barat, Yogyakarta, Bali, and Nusa Tenggara Timor (NTT); all these provinces cover rich and poor regions in Indonesia which are uneven in education. The aims of the PEQIP project were to improve student achievement in Bahasa Indonesia, mathematics, and science. The results of this research showed that parent involvement had a positive impact on student achievement, even though parents' engagement was not implemented very successfully.

The learning process does not only happen in the family environment and the school, but also in society. Parents, schools, and communities are called the three centers of education, where all three environments have an important role in improving the quality of education. Moreover, the tri education center also has an influence on the formation of the character and behavior of children. Not only do schools have a role in shaping children's behavior, but also the community has a part to play. For instance, if a child does not have a strong foothold or parents do not inculcate good values when children are in school and society their manners can be affected, so that it can eventually result in abuse and irregularities against the prevailing norms.

Parent involvement and school committees are the driving force to carry out the activities related to parent participation in public primary schools in Depok, Indonesia (Fitriah et al., 2013). The school committee is an organization that embodies the aspirations and community participation in order to improve the quality and supervision of education. A school committee is composed of elements of society and the board of teachers. The elements of society include student guardians, community leaders, educational leaders, and business or industry groups as well. The success of a school cannot be separated from the role of all those parties involved. All parties in the school community have the responsibility to develop the school in handling the school program. According to Werf, Creemers, and Guldemond (2001), community participation can increase the quality of the school leave out. They also stress that the quality of education can be enhanced by cooperation between school, teachers, parents, as well as the students.

Aceh has a long history associated with conflict and natural disasters. During the conflict, many schools were burned, while the earthquake and the tsunami not only destroyed school buildings but also the lives of children and adults. It is estimated that the impact of the tsunami was that more than 2.000 schools were destroyed, 2.500 teachers died, and 160.000 children could not attend school (Commonwealth of Australia, 2008 cited by Shah & Kardoza, 2014). Education is one area that is very important in the work on the reconstruction of Aceh after the tsunami on December 26, 2004. The field of education includes both rebuilding educational facilities, thousands of school buildings destroyed by the tsunami, and human resources.

Damage and loss of educational staff have a great impact on the lives of the people of Aceh. Most Aceh children experienced a loss in education. Furthermore, they had serious trauma psychology after the tsunami. Education is important in rebuilding Aceh, giving chances for the children to study and build their futures. Consequently, rebuilding the education sector is one of the fundamental aspects of the process of rehabilitation and reconstruction of Aceh after the earthquake and tsunami. Hence, the Aceh government, together with the private sector and foreign institutions has given great attention to rebuilding the educational facilities in Aceh.

In the context of Aceh society, the involvement of parents in teaching children religious education is more viscous. Parents are more involved in supporting the education of children in reciting the Al-Qur'an than in learning in school. According to Samad (2015), parents have the obligation to enroll their children to learn the Al-Qur'an when they are about six or seven years old. Acehnese will feel like a failure and sinful if they are unsuccessful in teaching their children to read the Al-Qur'an.

Acehnese people have different perceptions about education. Nowadays, awareness of the importance of education has been better. If compared with the previous era, when education was not

an important priority, and thus, the involvement of the parents in education was very low. However, in parent involvement in the context of Acehnese society the relationship between fulfilling the needs of daily life and children's education is not balanced. Most parents are more concerned with the fulfillment of daily needs rather than assistance in learning. Lack of parent participation in schooling occurs not only in Aceh province but also occurs in other provinces in Indonesia. According to Majzub and Salim (2011), parent involvement in private kindergartens in Curug district, Tangerang was still at a low level. The reason was the school policy, with no program related to the involvement of parents and the financial and social economic status of parent.

2.6. Attribution theory

Attribution is the process to understand the causes of events or behaviors oneself or in other people. Similarly, attribution explains the reasons behind the experiences and behaviors of oneself or others. Making attributions or conclusions about events or behaviors helps in understanding oneself or others based on nature, purpose or certain capabilities. On the other hand, we cannot interpret the inferences of the characteristics of a person when observing their behavior. This is because we do not have access to the personal thoughts, motives, and feelings of others. However, by making such attributions, we can improve our ability to predict what is done by the person.

To illustrate, teachers observe a student when they did not obey the rules at school such as attending late. Teachers try to construe the causes of the student's behavior. For instance, the teacher has an assumption that the student got up late, the parents were late to take them in school, or something bad happened on the way to school. It means that the teachers as an observer are linking behavior to inadequate abilities.

Attribution theory is a decision about the basis of a person's behavior. Attribution theory focuses on how people explain the behavior of others and their own behavior, and the consequences of the behavior in question. The basis of attribution theory is that people want to know the reasons for a behavior of themselves or others. Therefore, interpreting the behavior causes illustration of the behavior reasons. Briefly, attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior.

In 1958, Fritz Heider (1896–1988) was the first person who developed the theory of attribution. He was a psychologist who proposed that people's beliefs were based on an understanding of their observation of behavior, although their beliefs were sometimes unacceptable. After that, in the 1970s and 1980s, Bernard Weiner and colleagues further developed the attribution

theory founded by Heider to expand in figuring out why people do what they do. The theory developed by Weiner is a combination of the two areas of primary interest in the psychological theory of motivation and attribution studies. Currently, this theoretical framework is the beginning of attribution research.

In particular, our study focuses on the attribution theory which was developed by Bernard Weiner. His theory was most dominant in achievement. Weiner claimed that there are four causes within two dimensions within a 2 X 2 categorization scheme (Figure 2) which includes: ability, effort, task difficulty, and luck (Weiner et al., 1971 as cited by Weiner, 1986).

First, the specific cause for ability is an internal factor which may be perceived as a stable if learning is possible. Second, an effort is also an internal factor often perceived as a stable trait, captured with the labels lazy and industrious, and the intent to work hard or not may be quite enduring. Next, the difficulty of a task as stable external factors can be changed to be more or less difficult, and the perceived difficulty of a task is in part dependent on one's ability and expenditure of effort. Last, luck is also a stable external factor which may be thought of as a property of the person (lucky or unlucky). The internal factors, called dispositional attribution consists of personality traits, motivation, ability, fatigue, and effort. Meanwhile, the external factors, called situational attribution, are factors such as equipment, rules, and social influence.

	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck

FIGURE 2. A2 X 2 scheme for the perceived causes of achievement outcome

Accordingly, the causes of achievement outcomes in the classification system within the cells (Figure 3) does not represent overall of causes (i.e., they did not conform to the phenomenology of the naive attributor). Therefore, a scheme to support that classification is shown in Figure 3. Weiner et al., (1971) as cited by Weiner, (1986) claimed that there are four factors, as follows; the aptitude as a stable internal factor, objective task characteristics as a stable internal factor, temporary as an unstable internal factors and chance also as an unstable external factor.

Thus, aptitude as an innate ability that will be better captured and trained continuously is a fixed capacity rather than ability; temporary exertion such as mood, motivation, and fatigue support

the better effort; objective task characteristics depend on the level of difficulty of the task as a permanent type; and chance has an effect on equipment, rules, social influence, fate, and inadvertence.

	Internal	External
Stable	Aptitude	Objective task characteristic
Unstable	Temporary exertion	Chance

FIGURE 3. Locus X Stability scheme, classified according to locus and stability

Weiner, (1985) as cited by Harvey and Martinko (2009), claimed that attribution behavior and the final result will help in forming the responses of emotion and behavior. Basically, the classifications of the causal dimensions of attribution are categorized into three dimensions in understanding the relationship attribution, emotional, and behavior process (shown in Figure 4). Weiner (1986, p. 48) claimed that “a third dimension of causality was first suggested by Rosenbaum (1972)”. Analyzing causality involves locus, stability and controllability. Each of these belonging is considered as a bipolar continuum, namely, internal-external, stable-unstable, and controllable-uncontrollable.

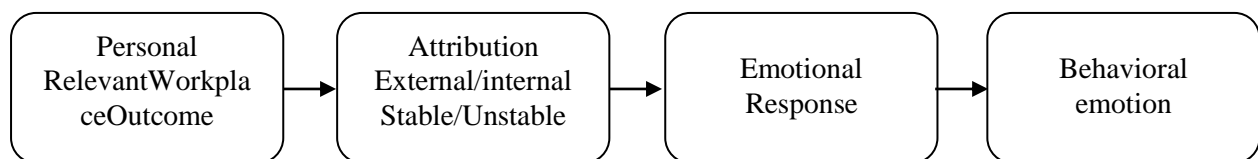


FIGURE 4. Attribution – Emotion – Behavior Process

Firstly, the locus of control is influenced by internal and external attribution factors. For example, when a teacher does not prepare the methods in teaching (i.e. ignores the student materials), he or she making an internal attribution. On the contrary, if the situation in the classroom is attributed to be uncomfortable to learn in even though the teacher's methods are very good, teachers are making an external attribution. Therefore, it is shown that the locus of control

dimension is mainly related to emotional reactions. Weiner, (1985) as cited by Harvey and Martinko (2009, p. 147) claimed that "internal attributions for undesirable events or behaviors are frequently associated with self-focused negative emotions, such as guilt and shame. External attributions for the same behaviors and outcomes are generally associated with the externally focused negative emotions, such as anger and resentment".

Secondly, the stability dimension describes a relatively permanent part of an external environment or internal disposition which shows a change within a certain time. In this case, ability and intelligence are generally considered relatively stable as internal factors in nature because they are difficult or unlikely to change. On the other hand, the unstable causals are also internal factors such as effort or mood which could be amended. Kovenklioglu and Greenhaus, (1978) as cited by Harvey and Martinko (2009, p. 148) claimed that "unlike the locus of causality dimensions, which primarily influences emotional reactions to events and behaviors, the stability dimension affects individuals' future expectations". As an example, when parents are not active to get involved in schooling that can be attributed to a stable cause which will not change in the future. However, on the contrary, if the same engagement is attributed to unstable, it shows that parents are able to promote his or her involvement to be more active in the future.

Lastly, the dimension of controllability shows controllable and uncontrollable causes, and the differences are caused by internal factors. For example, the aptitude and laziness as internal and stable causes are opposites to each other, and the differences lie in that aptitude is perceived as uncontrollable whereas laziness is perceived as controllable. In a similar manner, as internal unstable causes, fatigue and temporary exertion are contrasts, because fatigue is considered uncontrollable while the latter is considered as controllable (Figure 5).

	Stable	Unstable
Uncontrollable	Aptitude	Fatigue
Controllable	Long term effort Laziness Industriousness	Temporary exertion

FIGURE 5. Internal causes of success and failure, classified according to stability and controllability

On the other hand, the external factors which can be seen from some views of the successful or failing person, influenced by the actions of people as accidental factors, become uncontrollable. In some cases, it can be changed by the personal effort and other internal factors such as mood and fatigue or due to the interaction between one person and another and also supported by the situation. The causal perception is shown in Figure 6, which contains six distinctions. The external causes uncontrollable pervade all external causes, but external causes are not all uncontrollable. For example, assume that a student's achievement is decreasing due to lack of parent involvement or influence by the social environment. This is an external cause which is uncontrollable by the student. However, the students are perceived as a subject that is influenced by parents or the social environment. The student would assume that these individuals are responsible for his or her success.

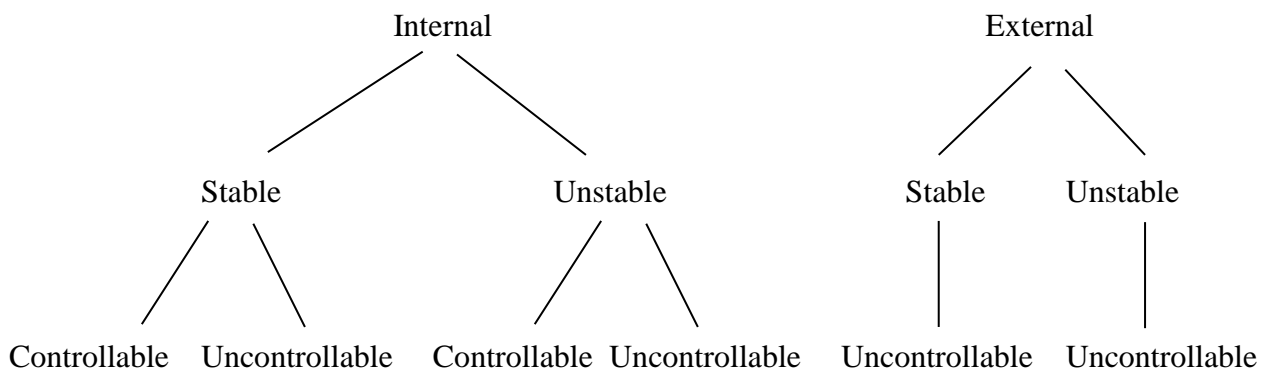


FIGURE 6. Structure of causal perceptions when external causes are seen as uncontrollable

To summarize, the theoretical framework in this study is based on Epstein's typology which includes six different types of parent involvement. They are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each type of involvement has particular challenges that must be met in order to involve parents in schooling processes. That is why parents and school should be working together to support the success of their children. Parents can start by having important knowledge about their children, and by having the awareness to engage in their children's education. On the other hand, the school can develop more comprehensive programs to achieve important goals and meet the needs of its students and families. Moreover, we used attribution theory to understand the reasons for parent involvement in their children's education, such as the reasons for the parents' involvement or non-involvement.

3 RESEARCH METHODOLOGY

This chapter provides an analysis of what parents' understanding of their involvement in schooling processes, what different kinds ways parents/homes and school communicate between each other, and whose parents are frequently involved in schooling. The study method focused on the choice of qualitative research methodology, data collection strategies, data analyzing and ethical considerations.

3.1. *Qualitative case study*

We were interested in qualitative research because by using this methodology we could grasp more how the people elucidate their experiences, how they build their world, and what way they connect to their experiences (Merriam, 2009). In addition, one of the advantages of a qualitative approach is that we can directly discover and portray the real social life of participants (Wallen & Fraenkle, 2001 as cited in Assalahi, 2015). In this study, we concentrated on parent involvement in schooling processes at Junior High School to explore parents' understanding of their involvement in school. This research used a qualitative approach by using one case as a focus of research. The purpose of focusing on a single issue is to reveal the relation of the characteristic of the occurrence (Merriam, 2009). Denscombe (2007, as cited in Assalahi 2015) described that case study is one common research designs used in small scale studies which focus on individual cases, in their natural course of action, to be studied in depth and detail.

We opted to use a qualitative case study in order to generate an in-depth understanding of exploration and interpretation of the phenomenon within a real life context. A qualitative case study is defined as the profound study of a phenomenon close to us (Stake, 1995, as cited in Brown, et al., 2009). Through this case study, we could obtain a more detailed understanding of the phenomenon that exists around us. A case study also could give more realistic knowledge and provide insight into what happens and what are its aspects. According to Baxter and Jack (2008), a qualitative case study can facilitate to explore a phenomenon by using a variety of data sources. In this research, the data wouldbe gathered by semi-structured open-ended interviews and document reports.

In the context of this study, the case derived from Sukma Bangsa Bireuen School, Aceh, which has applied the practice of parent involvement in schooling. It has been 10 years since the inauguration of Sukma Bangsa School in three different locations: Pidie, Bireuen, and Lhokseumawe. One of the advantages of Sukma Bangsa School lay in the history of the school and also in the vision, mission, and goals of the school. The Sukma Bangsa School was built as gratitude for the donations of Indonesia citizens that were collected through “Indonesia Menangis” after the Tsunami hit Aceh, on December 26, 2004. The reason for the school construction was the orientation towards the development of educational quality and the potential of the child and it was dedicated to the Acehnese development community (Baedowi, et al., 2005). For this reason, one of the goals of the school is "to encourage community participation in education and learning (community-based learning)" (Baedowi, et al., 2005, p.10). One of the parties involved in order to support educational success is the role of parents in the school.

In the span of 10 years of the establishment of Sukma Bangsa School, the programs have been executed in accordance with the vision, mission, and objectives of the school. One of the purposes is to involve parents in the learning processes. For example, the school invites parents to attend the school in collecting students’ academic reports, and parents can see directly the teaching-learning process being run. In addition, the school also makes a guest teacher program where parents act as teachers who deliver the material in accordance with their educational and professional backgrounds. Unfortunately, the track record of parent involvement in school activities either with school invitation or without is not recorded properly. However, we obtained an attendance list of the parents in collecting students’ academic reports for the academic years 2015/2016 and 2016/2017. It could be seen that the parents’ attendance at school was still lacking, even though, the meeting for collecting the academic report was crucially related to student progress, where parents could ask directly about their children’s development in schooling both in terms of academic and non-academic achievement.

In order to increase parent involvement in schooling processes and to improve the quality of education as well, especially in Aceh, the researchers needed to understand how the participants perceived parent involvement in education. We offered three research questions in exploring parent involvement in an Aceh school. First, how do parents understand their involvement in schooling processes? Second, what different ways do parents/homes and school communicate between each other? Lastly, whose parents are frequently involved in schooling processes? Therefore, this study used a case study approach because it focused on the meaning of real life contexts with holistic description and explanation.

3.2. Participants

The study was conducted at the Junior High level of Sukma Bangsa School Bireuen, Aceh. The key informants in this study were the parents of students from grades VIII and IX. The aim of selecting the parents at grades VIII and IX was related to school programs which were inviting the parents' to attend the school. The Sukma Bangsa School held examinations four times annually so that the school should invite parents to come to school to collect their children's academic reports after the completion of the examinations. When their children were in grade VIII, it meant that they would have received four invitations from school to receive the delivery of their children's academic reports. Additionally, the parents of the pupils in grade IX would have received eight invitations. The researchers contacted the parents to be involved in this study based on the attendance list of academic report collection.

TABLE 2. Data of informants

Parents	Gender	Age	Occupation	Number of children		Date of Interview	Parent attendance at school		
P001	Female	32	Doctor	2	2 in schooling	25.08.2016	Mother	-	-
P002	Female	35	Teacher	2	2 in schooling	26.08.2016	Mother	-	-
P003	Female	44	Teacher	2	2 in schooling	05.09.2016	-	-	Aunty
P004	Male	45	Teacher	2	2 in schooling	06.09.2016	Mother	-	-
P005	Male	35	Entrepreneur	3	3 in schooling	25.09.2016	Mother	Father	-
P006	Male	44	Entrepreneur	2	1 in schooling 1 in non-schooling	25.09.2016	Mother	-	-
P007	Male	40	Civil servant	4	4 in schooling	29.09.2016	Mother	-	-
P008	Male	43	Civil servant	3	3 in schooling	29.09.2016	Mother	-	-
P009	Female	35	Entrepreneur	2	2 in schooling	04.10.2016	Mother	-	-
P010	Female	42	Nurse	3	3 in schooling	05.10.2016	Mother	-	-
P011	Female	42	Midwife	2	2 in schooling	06.10.2016	Mother	-	-
P012	Female	47	Teacher	2	1 in schooling 1 in non-schooling	07.10.2016	-	Father	-
P013	Male	45	Entrepreneur	2	2 in schooling	08.10.2016	Mother	-	-
P014	Male	33	Army	3	3 in schooling	13.10.2016	-	Father	-
P015	Female	41	Nurse	4	3 in schooling 1 in non-schooling	13.10.2016	Mother	-	-
P016	Male	38	Post office employees	3	3 in schooling	13.10.2016	Mother	-	-

The informants in this study were the principal, teachers, parents, and students. The number of participants was 16 parents. The key informants consisted of eight parents in grade VIII and IX.

The average age of participants involved in this study was forty years old. This was also seen from the number of family members: one participant had four children and all of them were school-age children, six participants had three children, and nine participants had two children. Most of the parents who were interviewed worked as civil servants. There were four parents who were teachers, four self-employed parents, one doctor, one soldier, one post office employee, one office employee, and four employees of public hospitals.

3.3. Procedure of study

The data collection procedure in conducting this research consisted of three stages. The first phase was the beginning the field work. It was associated with gaining the permission of local education offices and schools, preparing the interview question list, consent forms, and contacting the participants. The second stage was piloting and the last stage was the interview.

The first phase was to acquire the written permission from the Department of Education and Culture in Bireuen district. Then, we made an appointment with the school. During the discussion, we explained the scope of the study and the types of documents required from the school. Afterwards, the school provided notification letters to parents regarding the existence of the research which would involve both parents and students. Furthermore, the school gave permission to access the data of parents, the notification letter related to the invitation of parents, the attendance list of the parents at the school, as well as student learning outcomes. When we called the participants, some of the parents agreed to be the key informants, and two informants offered us to interview their wife and another one offered us to interview her daughter. This stage was held from 09 to 24 August 2016.

The second stage for data gathering was piloting that lasted from 25 to 26 August 2016. The purpose of this period was to test the instruments of the interview and the level of understanding of the informants related to the questions. The piloting was intended to facilitate the improvement of the data collection scheme, both the content of the instruments and the procedures to be followed (Yin, 2003). On that basis, we chose two participants for interviews. In fact, when we contacted the first participant, the person who received a call was her husband. However, the husband did not have time for the interview so that he proposed his wife be interviewed. After one day, the participant contacted the researchers directly and made an appointment for the interview. The first participant was a doctor who had two children, in grades II and VIII. After describing the scope of the study, the participants explained directly what kind of engagement that she had in her children's education. The interview lasted 22 minutes and was held in the evening in her house. Additionally,

when we tried to contact another participant, she received our call and was interested to be involved in this study. The second participant was an early childhood teacher and had two sons. Both of her sons were at school-age; the older son was in grade IX, and the younger son was in grade VI. The interviews lasted 47 minutes and were held in the afternoon at her home. Both of the participants were really enthusiastic to participate in this research. The interviews went smoothly and the participants answered all of the questions.

After piloting, we improved the instrument of interviews. The final interview question list consisted of 18 semi-structured questions (see Appendix 2). A semi-structured interview was used as a tool for the data collection in which we asked several lists of questions to participants. Merriam (2009, p. 90) stated that “open-ended and less structured interview allows the researcher to respond to the situation at hand, to the emerging world view of the key informant, and to new ideas on the topic”. In a qualitative study, a variety instrument can be used for gathering data, such as interview, observation and school record (Ibrahim & Jamil, 2012). Yin (2003) stated that interview is one of the essential sources of information in case study research design.

The last stage of data collection was the interview with 16 parents. In this step, we contacted every parent by phone gradually to inquire their willingness to be informants. Subsequently, we sent a permission letter, which consisted of a letter from the school and university to parents who agreed to be involved in this study. The interviews took place in various places, such as at home, office, cafeteria, coffee shop and school. The decision in arranging a time and place for interviewing depended on the participants (Yin, 2003).

The response given by key informants was varied; some key informants directly rejected to get involved in this research, and several informants were cooperative and welcomed us very well. For instance, we initially wanted to interview the mother of a student, but when the researchers asked the questions, she had difficulty in giving her opinions, so she asked her husband to assist and answer the questions. On the other hand, one informant was not cooperative and was reluctant when we came to deliver the permission letter, but however via phone he agreed to be interviewed. He was more concerned with his work rather than communicating with us. At the time of the interview, he preferred to answer the questions by using the language of Aceh rather than Bahasa.

The other response from the participant who had they both father and mother was their unwillingness to participate in the interview, even though they had already confirmed by phone that they wanted to get involved in the interview. The rejection was caused by the anxiety that the information they provided would be confirmed by the school or university. Moreover, another reason was that the parents knew that the interview was voluntarily; thus they had the choice to not

participate. We tried to explain the purpose and ethical consideration of the research: that the data interviews would be confidential, but they were still reluctant to get involved.

The number of participant that we contacted was 20 persons comprised of 16 persons who were willing to become informants and four persons who refused to get involved in this study. The participants who rejected to engage were two mothers and two fathers. After finishing the interview session with parents, we still needed to confirm some information based on the interview. We interviewed two students about their parents' engagement in schooling and also the principal and the teacher as well. Interviewing the student lasted 30 minutes and was held at school after the school day.

Based on the interview questions we could gather information from participants about parent involvement in schooling processes. The questions were divided into six categories related to Epstein's typology (see Table 1, page 10) such as the kind of their participation in schooling and the barriers and benefits of parent involvement in schooling. The interview lasted for 120 minutes for each participant. All interviews were recorded with the informants' permission, transcribed verbatim, and coded. Through interviews, the researchers could expand different information from every participant so that the researchers' ability to interpret the data was important.

3.4. *Data analysis*

According to Merriam (2009), the intensive step in a case study is an analysis in which all of the information from log interviews or transcripts, field notes, and reports should be analyzed altogether. In this study, documents, reports and transcripts were forms of information used to analyze the data. Each of the interviews was recorded and transcribed verbatim. Then the results of the transcripts were coded into six typologies of Epstein of parent involvement, and each type had the indicators. The data was analyzed based on the verbatim transcript of the interviews with parents. The purpose of analyzing the data was to obtain divergent themes from each of the questions so that the research questions could be answered. The result of coding would be analyzed by using interpretative phenomenological analysis (IPA).

The basic used of IPA to analyze the data was because the participants had raised and educated their children. Larsson and Holmstrom (2007) stated that phenomenology is concerned about the people's experience of a phenomenon. In this way, it emphasizes how people figure out and interpret their own experiences. This was supported by Pietkiewicz and Smith (2014) in analyzing the data by using IPA approach: the role of researchers is crucial in understanding the world of the personal side of the participants through the interpretation of their experiences.

Essentially, each person had his/her own visions and different perspectives about the reality or the phenomenon that occurred. The reality could come from personal or other's experiences. Furthermore, in analyzing the data we wanted to immerse ourselves between experience and the results of the transcript. As a result, we would recognize and comprehend the hidden meaning related to the experiences delivered by the participants. Likewise, our experience of the school would also be linked with the experiences of the informants.

The process of analysis began with rereading the transcript several times in order to gain a deeper understanding of the meaning of what was presented by the participants. Additional information was given by the parents based on their experiences at school-aged and when they become parents. Therefore, it was also intended to reveal the process of phenomenology in relation to parent involvement in their children's education. Furthermore, the coding result would be categorized by the six typologies of Epstein.

3.5. *Ethical considerations*

In qualitative research, the ethical considerations are important to describe. Based on this consideration the researchers obeyed and followed research ethics. Firstly, we gained permission to conduct the research from participants through an approval form of participants who were involved in the study. Secondly, we gave an information letter which included detailed information on the purpose of the research both from the school and the university. Thirdly, the study protected the anonymity of all the participants in the study. Finally, in the process of interviewing, audio recordings were made with the permission of the participants in order to capture their responses, and the results could be accessed by anyone, including the resource persons who were involved in this study.

4 FINDINGS AND DISCUSSION

Analysis of interview data revealed that parent involvement in schooling processes in Aceh. The data analysis was based on the six Epstein's typologies about parent involvement. In this study, we categorized parent involvement based on our research questions, how parents understood their involvement in schooling processes, what different ways parents/homes and school communicated each other, and whose parents were frequently involved in schooling processes. The first research question explored issues about parent involvement in learning at home, volunteering, decision making, and collaborating with the community. Next, the second research question answered current issues in communication. The last research question determined parent involvement in the schooling process.

Therefore, this chapter is classified into three parts, conforming to the research questions. First, parents understanding of their involvement in schooling processes, which included lack of information of parents about volunteering in schooling processes, participating in the school committee, and collaborating with the community; parents' feeling of fear when getting phone calls from school; parents' feeling ashamed to visit the school; and parents' understanding of learning at home. Second, the different ways that parents/home and schools communicated with each other, which included types of communication and two-way communication. Finally, the frequency of parents' participation in schooling processes.

4.1. Parents' understanding of their involvement in schooling processes

There were different perspectives about parents' involvement in schooling among participants who were involved in this study. The common perspective was that the school has more responsibility in the learning progress for their children than parents. Moreover, most of the parents were involved in the schooling process merely to appreciate the school's invitation. Furthermore, most parents were lacking information about parent involvement. The findings showed that they did not understand about parent involvement in the same way the school would like them to understand. There were several factors affecting parents' understanding of parent involvement in schooling

processes. Firstly, lack of information of parents was related to participating voluntarily in schooling processes, contributing to the school committee and collaborating with the community. Secondly, parents felt fear when they got a phone call from school. Thirdly, parents felt ashamed to visit the school. Lastly, parent did not understand the importance of their involvement for their children in learning at home.

4.1.1. Lack of information of parents about volunteering in schooling, participating in school committee, and collaborating with community

Volunteering in schooling

Exploring parents' understanding about volunteering in schooling processes was covered by the question of whether parents participated in school activities, and if so what those activities were (see the interview form, appendix 2, question 9). Volunteering (type 3 of Epstein's typology, see page 10) is described as a voluntary act without any coercion from another person, group, or organization such as voluntarily presence in school activities.

The program held by the school to involve family or community grouped into two classes routine and non-routine programs. The routine program is a program that is carried out routinely and planned to involve parents in school such as PTA (Parent Teacher Association), acquiring the academic report, and the Sukma Award. Through this program, the school invited parents to attend school for those events. On the other hand, the non-routine program was a program carried out non-routinely and without planning, for instance exhibitions or bazaars, the commemoration of national days, and guest teachers. The non-routine program not only involved parents in schooling but also in the community. The members of school could come voluntarily to school especially when school events were held.

The school events for the routine program were the PTA, acquiring the academic report, and the Sukma Award. First, PTA is a formal organization which consists of parents, teachers, and school staff, and intended to facilitate the participation of parents at the school. The activity is held at the beginning of academic year. P003 stated that she only once from twice attended the PTA in the academic year 2014-2015. According to P014, the barriers for not attending the PTA were because of business at work, and then he had suggested his wife attended the PTA. In addition, P008 stated that parents came to school events such as to collect the academic report and the PTA. He added they also came in the first school admission test, and they also were interviewed. In line with P008, P011 stated that attending the school events was also one of the forms of becoming a volunteer.

Second, an event where parents collected an academic report of their children was held four times in a year. Students' academic reports were one form of written information prepared by the home class teacher to parents about the result of their children's learning process consisting of cognitive gains, behavior, and skills. The participants of P001, P002, P009, P010, P011, and P015 were mothers, and stated that they always participated in taking the academic report. This was strengthened by the informants P004, P005, P006, P007, P008, P013, and P016, who were fathers. According to P004, a mother had a responsibility in attending to school events such as PTA or acquiring the academic report because his wife as a housewife who was not busy at that moment. The different assumption with P006 was that mother came to collect the academic report even though she had a job, whereas the father did not have time to participate in the school events. The father had never been a presence in the school programs due to his job. On the contrary, P012 stated that the father comes to collect the academic report and she never attended school events. In this case, although the parents were divorced, yet the father came to collect their children's academic report and the PTA. The same thing was conveyed by P014, who said that he had a responsibility as a parent to collect the academic report. The aims of some of the parents participating in acquiring academic report were to know their children's progress in schooling directly through this event with the homeroom teacher.

Third, another activity as a routine program was "Sukma Award" or "Idol". This activity was to provide student's creativity through showing their performance on stage and to give rewards both for students and teachers. In this event, some of the students who followed extracurricular activities at school had shown their performances. Then, parents were able to know their children's talent. P001 stated that one volunteering form was attending the school events such as "Sukma Award" or "Idol". However, P001 refused to attend extracurricular activities followed by her son Taekwondo. She did not really agree that her son followed it, so she decided to wait outside the school during her son's performance and suggested her husband should watch it.

Next, the non-routine school program consisted of exhibitions or "Bazaar", the commemoration of national days, and guest teachers. For the exhibition event, students performed their creations and they organized a "bazaar" and invited the parents. P011 stated that the school had never invited the parents to see their performances and the school exhibitions. She also had been involved as a volunteer in the bazaar and her son was performing music at the moment. Likewise, parents participated in commemorating the national days by supporting the children with financial need. Similarly, P006 stated that parents participated in donating money to support their children at school. Moreover, his daughter also participated in Indonesian Independence Day on 17

August. Some of the parents allowed their children to become participants in the parade and they had to rent traditional clothes which were quite expensive.

Lastly, one of the non-routine school programs that had not been really going well was the guest teacher. It aimed to invite either parents or guardians of students to participate in their children's learning activities in the classroom. They shared not only their experiences but also the knowledge related to their educational backgrounds in providing the different views for children. P004, besides as a teacher, also had an important position in his school as a vice principal of curriculum and also as a furniture maker. In other words, he had more than one job. He stated that his unwillingness to be a guest teacher because of the difficulty in time management. This situation showed attribution theory as external factor unstable.

In addition, another form of volunteering besides attending events which was held by the school was parent involvement in supervising the process of teaching and learning activities in the classroom. In this case, the school invited some parents to be able to learn together and see the activities of their children in the classroom. The school also informed the parents they could come to the school at any time voluntarily or according to their own desires without having been invited. P011 added that "I was involved directly in the English class when my first son was in Junior High School: several parents were invited to come and directly observe the learning activities in the classroom. Parents only sat behind and the students learned as usual". Moreover, she, as a single parent and also civil servant, said that the priority had always been to involve herself in assisting her children at school. This was evidenced by attending the school events.

Overall, the findings revealed that only a few parents were voluntarily involved in school events both routine and non-routine programs. Parent involvement as a volunteer in schooling processes was accommodated by the school. For example, in acquiring the academic report from 16 parents who were involved in this study, only one parent never attended this moment. Most of the parents who participated in taking the academic report were a mother (81.25 % of total informant). The motivation of parents attending school events was because of school invitations. We argued that the parents did not participate more in schooling processes because they did not understand the importance of their involvement on improving their children's performances. Kimu and Stein (2013, p.615) found that "teachers recognized that the parents' presence could encourage their children at these events, they did not regard this as part of a parent's role".

In this study, parents did not have their own initiative to attend to school voluntarily. Parents had been involved in school events due to their obligations as parents in supporting the children in education. There was the perception that attending school was not an important thing, so that more likely someone could replace them in acquiring the report. In the same vein, P003 stated that she

had never attended school for taking the academic report and her husband neither. She assumed that it was not an important thing to do, and her job as a teacher was more important than attending school events. She said that as far as her child was not in trouble in schooling processes, it meant there was no problem with her child's education. Thus, she could not come to school for taking her child's academic report and she suggested her sister replace her.

The school events could make the parents closer with the teachers. It enhanced the interaction among the school members that affected to improve the school. Pomerantz et al., 2007 stated that parent involvement at school emphasized connecting through interaction with teachers. Daniel, Wang and Berthelsen, 2016 stated that the activities of parent involvement at the school included communication directly or indirectly with teachers, also visiting the classroom and attending the school events. We propose that school could provide a workshop for parents to increase their understanding of volunteering.

Participating in the school committee

Parent involvement in decision-making related to school policy used the semi-structured interview (see interview form, appendix 2, questions 13-15). Type 5 was based on Epstein's typology, there were three questions asked by the interviewers as follows; how the parent's participated in attending the school meetings, how the parents' suggestion related to the school policy, and how was their communication with other parents at the school.

The PTA was a program that could bridge parents with the school in making decisions. In this case, the school provided some information transparently about the school program to parents. In addition, parents could also give suggestions in supporting the improvement of school policy. P001 stated that the school distributed brochures in relation to the school rules and the academic calendar when she attended PTA at the beginning of the year 2015-2016. It could help parents to know the exam schedule and the school programs. Meanwhile, P011 had an active role in coming to collect the academic report and in the PTA, but she had never conveyed advice in enhancing school programs. Particularly, some parents assumed that the school programs had been implemented adequately, such as hours spent in the learning process. As presented, P003 stated that compared with public school, the hours of learning in Sukma Bangsa School lasted until afternoon: much more than the learning hours where she taught. Thus, children had more time in the learning process at school than at home.

Additionally, P004 explained that he never received the school invitations except for invitation to collect their children's learning report and an invitation when his son was in trouble. This was influenced by an unstable external attribution that parent involvement in the learning

process of both mother and father depended on their children's problems. Specifically, the mother solved their children's problems that were categorized as simple such as grades. On the other hand, in complicated problems, such as fights, the father would help to solve the problem. P013 said that the decision to attend to collect their children's academic report was the full responsibility of a mother. The constraints of parents as reported by P007 stated that he could not to collect their children's academic report due to being more concerned with his work than coming to school. Therefore, the responsibility was entirely left to his wife a housewife.

Next, another program at the school that had not been conducted well was the school committee programs. The school committee is a school organization to support the implementation of school programs. Parents were able to know the school programs through the school committee meeting. Some parents stated that they did not know the members of the school committee (P002, P003, P007, P008, P011, P012 and P013). According to P013, the role of the school committee was essential for developing the school program. However, in this school, the school committee did not run well as it should. This was supported by P008 who stated that parents had never been invited to the school committee meetings, and that was why they were not familiar with it.

Basically, the school committee meeting was helpful to the school to make a relationship with parents. Based on P007's experiences, as a head of the school committee when his son was in the elementary school, the school committee would really assist the school to implement the school programs and help to solve problems at school. For instance, the school committee helped in sharing the information to society when they required teacher candidates. Therefore, the school committee helped in solving the school problems through conveying this information to the society around the school. Indeed, the role of the school committee in the public schools was more concerned with physical development, rather than concern with school programs, as in private schools. In reality, P009 recognized the names of the school committee of Sukma Bangsa. However, he never got the invitation from school to attend the school committee meeting. In addition, P010 mentioned the fact that parents were not getting information about the school committee neither on attending PTA and nor on taking the report.

Secondly, parents were suggested to make decisions on school policy. P003 stated that their constraints were related to the amount of homework for their child. However, parents never conveyed it directly to the teacher because they did not have time to come to school. They hoped that the homework given by teacher was not a burden on their children. Moreover, P009 stated that parents' complaints to the school were related to how the teacher solved their children's problems in values. Therefore, the school tried to facilitate these problems in a meeting with the teachers and evaluated them.

For example, the school rules were made to apply discipline to students. According to P004 the school did not allow the students to bring smart phones with camera features. This reality was supported by P004 who said that they agreed to follow the school rules that forbade their children to bring not only smart phones but also motorbikes. Consequently, the parents had to participate in taking their children to school every day. The other school policy in learning was very helpful to parents. According to P006 the school had programs to help children's understanding through additional learning in some subjects. In addition, P009 also said that the school made a program in preparing the national examination at school. Therefore, parents believed in the process of schools.

Indeed, the excellences of the school such as the location of the school building, the positive learning environment, and the relationship between teacher and students strengthen the school values (PI 003, PI 005). Based on their experiences, they stated that when their children had a strong relationship with teachers, it would help their children to understand the learning materials and feel joy in learning. P012 said that the school assessment emphasized transparency and honesty. P009 stated that *"sometimes, the children were not really clever, but because of closeness to the teachers made it possible for them to be great and smart. Especially in Sukma Bangsa, even though he or she was a child of a doctor if they did not want to learn, they would have bad grades"*. In addition, P014 added more about the honesty of the school systems, and he stated that the culture of the school was not taking bribes.

The findings revealed that almost all parents did not know the names and the number of the school committee members. This means the process of determining the school committee members did not involve all the parents. In this case, the process of transparency in the school committee has not been done. In particular, this would encourage the parents to be actively involved in schooling processes. This is in line with Kimu and Steyn (2013, p.617) who found that "parents played a very limited role in decision making in schools". Therefore, the school committee is required to cultivate the values of democracy so that every decision made on the school policy and school program made would be more open.

Furthermore, we argue that the difficulties which made the parents being less participative in the school committee were the lack of school socialization related to it. Not one of interviewed parent was part of the structure of the school committee. For example, when the parents were asked whether they were part of the school committee or not, they answered, not one parent has participated in their children's education through being a part of the school committee. In this case, the parents advised that they had to understand the structure of the school committee management. Moreover, they also would like to be able to know the school programs that will be implemented in

a year. Therefore, involving the parents in the school committee would be helpful in creating teamwork between school and parents in solving problems at school.

Additionally, at Sukma Bangsa, the structure of school committee remains only for five years. After that, the school should have a new school committee structure. In the previous of year 2000-2015, there was the school committee organization. Nevertheless, in 2016, there was no new structure of school committee at Sukma Bangsa. The school had not yet determined it. Moreover, the school committee has an essential role to support decision-making related to school policy by involving parents. Smith et al., (2011) said that making decisions aimed to involve parents in the educational process in providing their suggestions to maintain their children's learning process. Similarly, the school committee is a tool that gives the aspirations of parents for enhancing the school programs. The school committee also bridges the gap between parents and school. For example, the decision-making to solve problems faced by the school in the educational process should be carried out not only by the school but also by the parents. Therefore, parents would be able to engage and participate in decision-making in the schooling process.

Parents were asked whether they participated, communicated with other parents, and gave suggestions to support the school policy of Sukma Bangsa. Basically, the participation of parents to attend the school events was more frequent in the PTA and collecting their children's learning report. Furthermore, there was communication between parents and other parents, including about schools and any issues that they had. These discussions often appeared at schools when parents attended meetings, such as the PTA and when they collected their children's learning report. Some parents only knew a few other parents and they rarely communicated with them. The parents gave their feedback which was the school sharing about the programs in the PTA. Therefore, parents did not maximally involve themselves in encouraging the educational process through school meetings both in school events and the school committee.

Collaborating with the community

The understanding of parents being involved in education for collaborating with the community used a semi-structured interview (see interview form, Appendix 2, question 16). In the Epstein's typology type 6, the question posed by the interviewers was whether the parents were part of the school committee or not.

Basically, the participation of parents, school, and the community should be balanced in supporting the children's success. All of these stakeholders had the same effect on the children's development. In addition, the children's success in learning was influenced by environmental conditions from parents, school, and the community. However, the community environment had a

greater influence to construct the children's attitudes, such as drugs and the internet. Through the positive activities at school, the children were able to protect themselves from the negative influences. On the other hand, P004 stated that teachers would not have enough time to work with parents in controlling the activities and behavior of every student. Thus, the interaction and communication among teachers and parents were really necessary for helping them to know the character of their children.

On the other side, communication among the parents aims to discuss the information about their children and school programs. P006 stated that they heard from other families who have children in the school about the positive values of the school. In addition, P009 stated that the interaction of parents with each other was performed when they collected their children's academic report. At that moment, they were usually talking about the development of their children. P011 added the topics of the parent's communication with each other to tell about homework and the school's activities. An interesting finding, P016 said that the communication between parents usually was done by the mother, while the father was not involved.

Furthermore, P013 stated that if the teachers had a strong relationship with the students, it was really important to make them closer one with another. This relationship could be performed when the teachers instructed their students with gentle voices. In addition, a teacher must understand the characters of students such as hobby, learning style, and their needs, so they know how to approach them. Consequently, the relationship of the teacher and the student would affect student's achievement. In the other words, the students would be more focused on learning if their teacher cared for them. There was value for the students when teachers were close to them. Therefore, the connection between teachers and students would be helpful for their self-confidence and self-esteem. The students would be motivated to perform their best in learning and in attitude.

Moreover, parent's opinions about the main factor affecting their children's character were the family. When parents attend to collect their children's academic report and meet the other parents, they also shared their experience in how to assist their children. Yet, according to P011 only parents whose were able to understand the character of their children. Because each child had a different character and it does not really work when some parents use another parent's experiences even though they know better than them. Nevertheless, P016 said that the community very much influences how the children's attitudes were built. For that reason, the family becomes the main foundation to support it. Meanwhile, some parents also agreed that another factor that will influence their children's attitude was school's environment. This was supported by P014 who said that the children mostly spend their time at school rather than at home. That is why their character is influenced by their friends. In other situations, some parents are busy with their activities so that

they had difficulties in monitoring their children. Then, parents assumed that their children's behavior depends on the social environment. Therefore, the role of parents was essential to protect their children from social environment effects.

Parent's participation to support collaborating with the community was creating relations with other groups or organizations and sharing responsibility in the educational process to strengthen the school programs, family practices and their children's development in learning. It was clear from the findings that collaborating with the community was limited. In this study, parents did not understand the benefits of collaborating with the community. Not one participant ever made a connection with the school related to improving the school programs. However, some of parents had good relations with other parents. They communicated about their children's activities in school.

Additionally, there were three cores of education in Indonesia based on the Law Number 23 of 2003 about the educational system in Indonesia. The three centers of education have an important role in improving the quality of education. They are consisting of family, school, and the community. School as a formal education could develop the school programs that involved family or the community in the learning process. Parent involvement in schooling processes was one of the most important things to improve a school's goals. Through their involvement parents could enhance self-confidence of children to do their best in school. When children thought that they had full attention, either from family or school, it affected to their willingness to learn. Therefore, all practitioners of education should provide several programs to involve the parents or the community in the learning processes. Furthermore, the quality of education in Aceh would be raised by the good involvement of parents.

4.1.2. Parents feeling fear when getting a phone call from school

Parents' perception about the phone call from school was related to something bad happening. If the parent got a phone call from school, especially from the homeroom teacher, it meant that their children were in trouble. Even though, the phone call was only to announced school fees or the children's progress. This was confirmed by parents who reported:

If school contacts the parents, it was regarding some bad news which they did not want to hear. The first thing which teachers said about my child that emerged in my mind was fighting or scoring. But, if the school calls a parent because my child gets good achievements it would make me shocked (P003).

I got a phone call from school because my son disobeyed the school rules, so that when I get another call I feel fear. What appeared to my mind was my son must have done something wrong again. Even though, in that moment, the teacher just talked about school activities, like a parade (P002).

P003 as a homeroom teacher in public school add that based on his experiences, he just called the parents when their children in trouble. Therefore, the phone call from school will make parents feel fear. Moreover, they would be disappointed in themselves because of failure in rearing and assisting their children. In contrast with P003, one parent described that they had no need to feel a fear of school phone call. It means that school cares for and respects their children. Likewise, it was a good way to do communication with parents by phone. Additionally, P001 explained:

I was really thankful to the homeroom teacher if they called me told about my son. The communication was really helpful for me as a parent to overcome learning difficulties that were faced by my children so that I know what I should do to help my child.

The most common reason that the teacher contacted the parents by phone was to give the information about the difficulties of the student in learning. This communication was often happening after the examination or during the process of delivering students' reports to parents. As P005 noted he was angry with his son after got the phone call from school. He felt disappointed because his son did not complete the homework, which makes his achievement lower in learning. Different to P005, P003 said that she never got a phone call from school related to the difficulties of her daughter in learning. It means her child is not in trouble. Later on, one parent who was angry with the teacher because of a phone call explained:

I got the phone call from principal related to my son achievement in learning. I know about the competency of my son in learning and there are several subjects that he cannot complete properly and he should take remedial classes. In that moment, I was really angry with the principal because he was asking me to attend school. I said that should I come to school now? But, I could not come to school because I was still working. Then, I asked my wife to go to school. I realized that I am never involved in schooling processes of my child. I just focus on working and fulfilling the financial needs. My wife had the responsibility regarding school matters.

Some parents in this study said that they felt nervous, worry and fear when they attended school in taking their children's academic report. They were worried regarding the result of their children's learning progress. One of the assumptions of the parent, when the school called them, was that it was likely that the problem faced by their children was very serious. She added that

it would be ashamed for parents come to school due to their children not passing the examination. In the same vein, P008 noticed that he and his wife feel ashamed and angry when attending the school after the school contacted them and explained that their children disobey the rules. According to P004, if the simple matter faced by his son is a learning problem, it could be solved by a mother. However, concerning the affairs as complicated as fights a father's role was to handle it.

These findings show that most of the parents have perceptions concerning phone calls from school that make them feel worried. It concurs with the experience of parents that it was impossible that the school will contact them related to good news. The most common contact by phone was something urgent and it needed to be solved directly. Consequently, the school should consider the parents' feelings and how to change the perception of parents regarding the feeling of fear of phone calls from school.

4.1.3. Parents feeling ashamed to attend school

The reasons for some parents to enroll their children in Sukma Bangsa School was because there was no other school, especially in Bireuen which implemented the rules as applied in Sukma Bangsa School. One of the school rules which was applied in this school was using hand phones during the learning process. In addition, every student had the same opportunity to participate in any activities at school. P005 stated that there was no difference between students from the middle economic status and the high economic status in this school, so that his son did not feel ashamed to interact with another student. Moreover, the school's environment also promoted a positive environment to interact with each other. P005 add that the important benefit that he got from the school was that his children have "civilized behavior". When the school had a positive circumstance it would affect student behavior. This was confirmed by a parent who mentioned that she wanted to do the best for their children in education, so that she preferred to enroll her son in a school which has a good environment. The atmosphere in the school was welcoming toward parents.

Most of the parents who were involved in this study noticed that they feel enthusiastic coming to school. However, the obstacles for parents were time and job pressures. As parents who had entrusted the school to educate their children, it was supposed that there was no need to feel ashamed when with the teacher at the school. As an institution, the school had the responsibility to create a good environment and be welcoming of parents attending and also embracing the parents as part of the school community. One parent said that what makes him ashamed to participate if the school invites him was because his child was in trouble or had done bad things. In contrast, P012 explained:

I feel ashamed attending school. I feel the teacher in the school is more knowledgeable than me and the circumstance is merely suitable for someone who has high knowledge. Because of that feeling, I never come to school, both in taking academic reports and school events.

The findings revealed that the parent's perceptions of attending school meetings such as the PTA and the collection of academic reports related to their own feelings about the teachers' qualification. They think the teachers are more knowledgeable than them so that they feel ashamed to come to school. Further, the parents had the assumption about the quality of the teachers closely related to the good learning environment at school. That is why the parents very selectively chose the appropriate school for their children. Most of the parents had the same desire in choosing their children's education related to the school's learning environment. The motivation of the parents to choose the school was only for “dumping” their responsibilities for their children's education. For that reason, the parents felt safe to enrol their children into the best school.

4.1.4. Parents did not understand the importance of their involvement in learning at home

The parents' understanding concerning their involvement in learning at home were uncovered by asking three questions of the informants (see interview form, appendix 2, questions of 10 to 12).

In this study, we found that the role of parents for homework assistance was very low. It was indicated by the parents' statements that they seldom helped their children in doing homework. All of the parents said that they did not accompany directly their children in doing homework. There were different explanations from the parents who did not guide their children in completing homework. P015 explained that she thought that her daughter would feel uncomfortable due to being supervised while doing homework. We argue that the parent respects her daughter's independence and initiative. Therefore, the parent might prefer not to intervene with her daughter's homework. In addition, the parent maybe thought they could not help her daughter with her homework. In this case, forms of participation that were conducted by parents associated with the completion of the tasks the school gave were only on the level of asking, reminding, ensuring that the assigned task was completed and teaching. P009 noted that her son rarely discussed how to complete his homework. According to the perception of P009, children even thought that it was useless to ask the parents to complete the homework because the children might assume that the parents would not know and understand how to solve the problems given by the teacher. P011 and

P003 added that they have limitations in understanding the subject matters for junior high school. Moreover, there were too many subjects and the materials were difficult to be comprehended.

All parents provided facilities in order to help their children accomplish their homework. The tools that offered by parents were laptops and smart phones that were always equipped with internet data packages. The internet was the solution for completing difficult tasks given by teachers. One of the facilities in helping children to do homework or task of the school was a smart phone, which for example, could be used for searching on the internet (P002). Furthermore, the other solution that was provided by parents was by purchasing books which provided answer keys, and by asking for help from other people, such as their neighbor, who were experts in the materials related to the homework. In mentoring homework or assignments from school, parents would ask for help from a friend who understood the material well if they could not help the children to resolve the task. If the children had difficulty in learning, they never conveyed it to their parents. Conversely, the awareness and responsibility of children in learning were very good. Therefore, parents did not ask their children very often whether they had finished their homework or not. Children would resolve the difficulties they encountered in doing their homework by themselves, for instance, by seeking information from books or the internet (P016). In addition, another way that was made by parents to overcome the difficulties their children had in the learning was by inviting a private teacher. Generally, mathematics and English were subjects that required reinforcement from people who were experts in the field.

Some parents acknowledged that their children had autonomy and responsibility in learning since the children were at the elementary school, so that the parents assumed that they did not need to monitor and to remind their children in learning, especially in doing homework. Parents did not ensure children did homework, parents rarely even asked their children or communicated with their children because they believed that their children were aware of their own learning. For instance, the children had already read their books and study initiatively without being asked by their parents to study. Therefore, parents did not check their children's homework (P006). Children's own responsibility was very good in doing homework or assignments for the school. They also communicated it with parents. On the other hand, parents were fully confident in a child to complete the homework or school tasks. Therefore, parents felt that they did not need to make sure whether the task was completed (P016).

The findings show that parents' involvement in learning at home was still poor. This was indicated by the fact that parents seldom assisted their children in helping with homework. In the present study, they monitored their children in completing homework (Smith, Wohlstetter, Kuzin, & Pedro, 2011), and reminded their children to complete the homework. Parent involvement in

learning at home was triggered by different factors, such as parents' perception of school age and assisting, parents' perception of their children's autonomy (Cunha, et.al. 2015), parents' perception of learning, and the limitation of parents' knowledge in understanding learning material.

Parents had a perception that they should encourage independence and responsible behavior in learning when their children were at school age (e.g. elementary school). They perceived that, in elementary school, the children needed more assistance from their parents in doing homework rather than in junior high school, so that when the children moved to junior high level, the parent involvement in studying would be decreased. According to Gonida and Cortina (2014), parents' independence support and control in doing homework eased in 8th graders, while parents' intervention and cognitive involvement were still the same. Núñez, et.al (2015) found that perception of parent involvement in homework was significantly related to student homework behavior. At this level, the important role of parents was to direct their children. In a similar vein, parent involvement in learning at home denoted raising their autonomy, developing, and monitoring their learning (Cunha, et.al. 2015). However, the parents recognized that children at primary school level needed their assistance or guidance more than the children at secondary or upper secondary level.

Parents' perception of learning also inhibited their involvement at home. The motivation of parents to involve in doing their children homework was caused by their concern about better grades. They worried that their children would be failed and the parents thought that it would be a shame. In addition, the other motivation of parents in caring and controlling learning at home was still at a very practical level, yet at a higher level. If the children had finished their homework, it meant that monitoring the learning had also been completed. Parents were worried more if their children did not complete their homework rather than their understanding of the material taught. Some parents perceived that learning at home was merely on completion of homework or assignment. If their children were doing homework, it meant that their children were studying. Thus, when the teacher did not give assignments, the children did not study.

We argue that parents' perception of learning at home for their children was only for completing homework. They did not investigate what should be learned by their children at certain levels according to their respective subjects. The limited understanding of learning at home for the parents was that their children were able to do their homework based on the students' worksheets. This includes elements that threaten the concept of learning; the child becomes a technical person as an implication. The children simply did what they were told without their own initiative. Supposedly, parents create learning conditions at home that make the children become learners for themselves. Thus, the meaning of learning is not only to complete the tasks but also to acquire

knowledge, which results in changes in the management of knowledge, attitudes, and behavior. For most of the parents in this research, the comprehension of learning was at the stage of completing the task, even though the homework was just a small part of learning.

Limited knowledge about the subject also became an obstacle to parents in assisting their children in completing the task. Not only to parents, who perceived the lack of knowledge in accordance to the subject, but also their children. Therefore, children perceived that the parents assisting in doing homework was not necessary. Nevertheless, parents underlined the importance of monitoring their children to complete the homework, for example by providing facilities such as a gadget for internet access and books consisting of exercises to overcome the difficulties in doing homework. Some parents acknowledged collaborating with their children to cope with difficult assignments (Cunha, et.al. 2015).

Additionally, one of the parents acknowledged that she perceived the children would not be comfortable if the mother was supervising them while they were doing homework. This was supported by Kimu and Steyn (2013), who found that parents have a lack of confidence to support their children's education at home. The parents had business with work and taking care of the youngest children and domestic arrangements, while her husband worked out of town and rarely had time with the family. We assume that it only informal communication happened and the parents only met the needs of the learning course, while the children's psychological needs were not met. Thus, there was no closeness between parents and children.

Furthermore, the parents encountered difficulties in guiding their children at home especially in finishing homework. Parents did not consult with their children's teacher about student homework difficulties and progress. They preferred to ask their colleague or invite a private teacher to cope with the problem. The aim of their involvement was only the completion of their children's homework and to get a better grade at school. Therefore, we argue that parent involvement in learning at home was still not optimal. Parents did not have a better understanding related to parent involvement in learning.

4.2. Ways of communication between parents and school

To gain an understanding of parents and their involvement in schooling processes, particularly for the Epstein's typology in communication between parents/homes and school (teacher/homeroom teacher) a semi-structured interview was used (see interview form, appendix 2, questions of 7-8). There were two questions asked by the interviewers; do you sometimes visit the school uninvited to discuss your children's education? And how often each month, on average, do you contact the

school? We explored the first question for types of communication and ways of communication. Then, the second question added to the summary of communication between parents and school.

4.2.1. Types of communication

The form of communication done between parents and schools was conducted through mail, by phone, and face to face. Similarly, SISTO (Integrated School Information System Online), mail, phone, and face to face were also used.

1. Mail

Mail is formal communication to invite parents to come to school's events such as Parent Teacher Association (PTA), academic report collection, workshops, school fair, and bazaar. In addition, the purpose of school in giving invitation mails to parents was they could visit the school and meet the teachers face to face in solving their children's difficulties. In other words, the school did communication through the mail to parents only when their children had trouble at school. P008 said that the communication of parents either directly or indirectly happened if their children were having troubles at school.

Further, P001 also said that there were parents who received a notice letter about their children's learning difficulties. To solve that problem, the school would suggest the children followed the remedial programs. In addition, P001 as well said that one of the benefits of the relationship with the teachers was that the parents easily got information about their children's development. Therefore, the parents would communicate with the teachers and be involved in schooling processes.

2. Phone

The form of communication using the phone was commonly used by parents to the school. P001 also said that the school always contacts them by phone, not by mail. The communication between parents and school was about the children's achievement. In addition, the homeroom teacher contacted parents to remind their children in following remedial programs because this would impact on their children's academic report. It could be said that this is one of the school programs to involve parents in learning. Moreover, the school did not directly contact parents if their children had an academic or behavior problems. But, there were some stages to solve the problems of the student in school. For example, in academic problems, the students who had difficulties in learning

would be given information by homeroom teacher about remedial programs. In the next stage, the homeroom teacher would contact their parents if she or he did not have the motivation to join the remedial program. As a result, the parents would try to foster their children and make sure they followed the remedial program.

On the contrary, the parent also used the phone as a simple way to communicate with the teachers or the homeroom teacher to give the information of their children that they could not attend school because of illness or other reasons. P012 said that "For example, my child could not go to school because he was not feeling really well. Therefore, I reported this information to the teacher". In contrast, P014 said that communication by phone was used when limited information was to be submitted. Also, P015 said that communication by phone has a limitation with regard to topics so that only the necessary things could be discussed. Therefore, some parents said that the school communicates with them by phone to inform of their children's progress, problems, and behavior at school.

3. SISTO

SISTO (Integrated School Information System Online) is an automatically system of school programs that aims to facilitate communication to parents and the school community. For instance, the school informs parents about the information of the tuition fee in each mid-semester (every three months). P004 said that communication which was held by the school with them was through sending a message to remind them about the tuition fee. It could be said that it is a form of routine program to parents. Moreover, P006 said that even though there was no communication initiated by parents to the school, yet they received a message about the tuition fee routinely.

4. Face to Face

The common communication done by the parent in their children's schooling processes was conducted through visits directly to the school. Moreover, they came to school on their own initiative to gain more information about their children's progress at school. P011 said that the most effective communication was face to face. Also, P012 said that the parents preferred to meet face to face rather than by phone as the most effective communication with the school. Face to face communication also can foster the relationship with another parent. Moreover, P013 said that communication was only established when parents met the homeroom teacher to collect their children's academic report. Therefore, face to face was a type of communication performed by

parents to meet the teachers and to fulfill the invitation from school in knowing their children's progress.

A different view, of P010, was that the most accepted communication which is conducted by parents to school depends on their children's problems. If the children in trouble, then the best solution to solve the problem was to face to face. Nevertheless, if the children did not have serious problem it could be done by phone or letter. This is supported by P014 who said that the most effective communication for serious things between parents and school was face to face. For example, when the children did not obey the rules, the school should immediately convey this to the parents. P016 also agreed with P012 and P014 and said that face to face was the most effective communication between parents, and the school can inform other parents to gain more information about the children's problems. Therefore, the school suggested to the parents that they should involve themselves in solving their children's problems at school.

4.2.2. Two-way communication

The findings showed that communication with the school initiated by parents was conducted to collect their children's academic report or provide the information that their children could not attend school to the homeroom teacher. On the other hand, communication to parents initiated by the school was giving the information about their children's development.

Some of the parents communicated with school mainly to homeroom teacher and only did it when they took their children's academic report every quarter. The parents discussed with the homeroom teacher about their children. For example, they talked about their children's development at school. In this case, there were the same perspectives from some parents. P003, P006, P007, and P010 said that the parents asked the teacher about their children's achievement both their children's attitude and academic attainment. Indeed, some parents who communicate with the homeroom teacher expressed their children's progress during mid-semester. On the other hand, P013 said that the teacher initiated communication with parents when they collected their children's academic report.

Further, P003 had the same orientation as P009; they said that the communication of parents with the teachers was associated with their children's grades. P009 said that "I usually discussed for a long time with the homeroom teacher when I was acquiring my child's academic report. The homeroom teacher would like to talk first about the students. But, I had a curiosity to talk more about my child and if his development was good enough". When the student's grades decreased in learning, parents felt unsatisfied with their children's academic achievement. They suggested the

homeroom teacher explain more about what caused it. In this case, this represents an unstable attribution caused by effort as internal factors that parents foster their children in learning. Parents need to support their children in schooling. It can be seen by the parents paying attention to their children's grades in the academic report. In other words, the parents tried to clarify about their children's development to the homeroom teacher if it was not really satisfactory. However, they did not reflect on their influence on their children's development.

In addition, P003 said that she never contacted the homeroom teacher to discuss her child's development in the learning. She never knew why her child got low grades, and in what subjects that they did not do the homework or assignments, even though the homeroom teacher has the data of students in every subject that can be evidence to support the information to parents. Specifically, the homeroom teacher had a special note on every student that could be explained to parents. In another case, when parents came to school to pay the tuition fee, they also asked about their children's development with teachers. P007 said that when he came to school to pay the tuition fee and he met the teachers, then he asked them about his child's attitude, such as truancy or not. Moreover, some parents (P007, P009 & P014), also said that they communicated with the teachers about their children's development when they attended school to pay the tuition fee. Another case, the parents also discussed their children's development with the teachers when they picked up their children from school. Supported by P014, "I often communicated with the teachers, except on Saturday, because on that day I rarely picked up my child but he was picked up by his brother". Still, P010 said that "she made a note of her child's learning difficulties at home, and then she would meet the teacher to discuss it". In this case, the parents did not have specific plans to communicate with the teachers. Secondly, the parents also communicated with the school to deliver information about their children when they did not attend school. P011 and P015 said that they confirmed to the teachers by phone if their children did not come to school. In contrast, some of them came directly to the school.

On the other hand, the communication from schools to parents/homes informed about their children's development both their academic achievement and attitude. The school reminded the parents about the tuition fee routinely. Crucially, the homeroom teacher was notifying their children's development to parents. They delivered the information by phone. Additionally, the information was given to parents whether they had paid or not. In the case of the children's behavior, the school would communicate with parents in giving information about their children's attitude in the classroom. For example, P002 said that "The homeroom teacher shared about her child's habits, which were sleeping in the classroom and coming late to school. He slept on 17 August 2017 because he did not feel really well, even though her child had motivation in learning.

He also was coming late to school around two or three times in a month because his parent took him late as well". Above all, this information was very helpful to parents in encouraging their children's development. Moreover, P016 said that the homeroom teacher delivered the information about their children's grades which was not completed in some subjects. Also, the homeroom teacher gave information to P007 about his children's limitations in the learning process. As a result, communication initiated by the school to parents/homes with each other is really important to support the children's development.

In addition, the school would report students' attendance in a month. The vice principal of students informed every homeroom teacher about it. The school gave a special treatment for students who had a report of coming late to school. Hence, the vice principal would contact the parents of the children who were coming late to school. P008 said that the school contacted him by phone to tell the information about his child's problems at school. For this reason, the vice principal of student invited the parents to solve the problem at school. Nevertheless, the parents assumed that the school would make an inappropriate treatment for the child. Therefore, they suggested to the school that they should give a formal letter to them. Similarly, P014 said that she came and participated in solving her child's problem when the school called by phone to inform about her child's violations. P013 said that he came to school related to the problem which was that his son was bullied by his friends so that he felt this was a serious problem.

Particularly, the school was communicating with parents/homes about their children's remedial subjects. P012 said that the homeroom teacher called the parents by phone about their children's remedial subjects. It was two weeks before delivering their children's academic report to the parents. This information was intended to remind the parents. Therefore, they could monitor and control their children in learning both at home and school. Indeed, there were similarities in communication initiated by parents to school; that some of them communicated with the homeroom teacher only when they collected their children's academic report for each mid-semester. They needed the information from the homeroom teacher about either their children's learning achievement or attitude.

In addition, the parents understood that communication with the school was very important to know their children's development. For example, on academic achievement, they asked the causes of their children's low grades. On their children's attitude, they demanded the homeroom teacher to explore about their children's behavior either among friends or teachers. Hill and Tyson (2009, p. 758) claimed that "Among the types of involvement, parental involvement that creates an understanding about the purposes, goals, and meaning of academic performance; communicates expectations about involvement; and provides strategies that students can effectively use (i.e.,

academic socialization) has the strongest positive relation with achievement". In brief, communication initiated by parents to school showed that some parents assumed that they did not need to contact the school if their children did not have a problem at school. For example, their children's grades were still satisfactory. They communicated with the teachers only when they paid the tuition fee and picked up their children from school while they waited for them. Nevertheless, a few of them still contacted school routinely to know more about their children's development.

Mostly, the parents that were asked how often each month, on average, the school contacted them through letter, phone, or face to face concerning parent-teacher meetings answered that the school did not routinely contact them. As a result, the school contacted them only when their children had a problem at school. Further, the school informed about the tuition fee to parents by phone regularly every three months in a mid-semester. On the contrary, the parents contacted the school or came directly to the school to discuss their children's development at least once in a month. But some of them did not routinely communicate with teachers for each month. Additionally, some parents realize that they did not have optimal understanding about their children's development when they did not have a good relationship and communication with the teachers. For this reason, the parents should have awareness of the importance of parent involvement in schooling processes. They should actively communicate with the teachers to ask about their children's achievement and attitude. Therefore, they would be able to know about their children's development at school.

4.3. Whose parents are frequently involved in schooling processes

Basically, all of the parents were concerned and would have liked to be involved in the education of their children using typology Epstein in parenting (type 1). Limited understanding of the importance of parent involvement was not only at home but also at school, which was a factor for not being involved. However, most of the participants in this study recognized their responsibilities and obligations as parents. It was at the point of family participation in providing their children with basic needs as emphasized by Epstein's framework. They realized their obligation in fulfilling their children's needs, in rearing, guiding, and educating them.

1. Successful in the future

Specifically, most of the parents' emphasis on education was the most important thing for their children. The education was started from early childhood at the highest level. Education can

shape the character of the children toward success in the future. Likewise, knowledge is the vital key that can help someone in facing the world. When we asked the parents what is the aim of parent involvement in their children's education almost all of the parents answered and expected that their children would have a better life through a good education. The indicators of success in education according to some parents in this study were higher scores and getting the ranking which showing that their children could perform well at school. On the other hand, some parents said that the gauge of victory was independence. It meant their children were able to fulfill their own needs without having to demand from their parents.

For example, P003 said that the purposes of her involvement in children's education were that her child would be independent, successful, responsible, and confident. They were able to adapt to the environment, not depend on the parents, and get better quality in the academic field. Additionally, the other purpose of parent involvement enrolling their children in school were developing a character that was not easily affected by the environment, good manners not violating the rules, and motivation to learn. Therefore, parents should have a goal in their children's education. They cannot leave their responsibility entirely to schools. This was supported by P016 who noted:

Parents were very influential in determining the education of their children because they were more aware of and could encourage their child in learning activities at school. We also had to keep an eye at the house, did not you! Not only give this burden to the school, but also it was a responsibility for the parent. They should have more focus on where we direct our children.

Based on the analysis, the varieties of parent involvement were revealed in this study: taking children to school, caring for health, delivering lunches, teaching discipline, facilitating learning, communicating about school, monitoring the children's development, preparing their children for school, providing money for snacks, monitoring the associations of children outside school, and motivating children to learn.

2. Good manners

P001 mentions that she frequently inspected their children's school bags to verify textbooks and notebooks. She wanted to know what the schoolboy learned that day. Further, P004 and P005 said that one aspect of parent involvement in education based on their perception was selecting the best school for their children. They believed that a good school will have an impact on the development of children's attitudes and achievement. As P006 remarked, she had prepared for their children's

education through savings, just in case one day she was not working and over time the cost of education is increasing.

Specifically, in the context of parenting, the majority of parents were applying a reward and punishment system. If the children obtained the achievements for example better grades in school then they would be rewarded by such as buying things, leisure go to someplace, or granted any wish. Conversely, if the children make a mistake or violated the rules that have been created either at home or at school, then they would get a punishment. The common punishments were reprimanding, warning or cutting pocket money. P014 expressed that parents give penalties if a child disobeys the rules. He directly addressed the consequences to children if they lie when they had discussed the rules. In the first stage children were reminded of the threat, then the consequence of withholding money for snacks.

Particularly, the characteristics nurtured by Acehnese people are identical with hard and firm discipline. In the previous period, violence in educating children frequently occurred. Parents did not hesitate to beat their children if they did not obey the rules and did not want to abide by the command of the parents. In this study, it was strengthened by P005 who stated that if the children made mistakes and did not want to listen to their parents, then they would threaten or even hit his child. This is related to the experience of parents who received such treatment. On the contrary, P001 said that nowadays, parenting strategy could not be equated with the previous period. Today, the children were more critical, and dared to criticize every action taken by the parents. Thus, the children in the previous era immediately obeyed what their parents mandated and they never asked the purpose or explanation from the parent about the words. Also, P013 said that it was not consistent that educating children would cause the child to become independent. Therefore, the discipline of parents and resolution in parenting was needed.

Additionally, parents' strategy in rearing and educating their children would be affected by the construction of their character and their interaction with the environment. One of the most affecting children's characters was social interaction in the community. Development of children's characters was influenced by the family, school environment, and community. P002 and P013 expressed that the society had much leverage in the formation of a person's character. Society was a place where all of the behaviors and actions occurred. According to P007 and P014, the school environment had shaped the character of a child, since children spend more time playing and learning in schools. Overall, the fourteen participants believed that family environment had the most influence on the construction of children's characters. The family was the first place for children to learn. If the children's behavior at home was good, then the behavior at school and in the

community would also be good. Therefore, through this environment, they imitate the attitude and aptitude from parents.

Afterwards, when the researchers asked about the level of education which most needed assistance from parents: whether it was the level of elementary, junior high or high school, the answers varied, and some parents assumed all levels of education, while others thought the elementary level was more crucial, and it was also supposed that more essential was the junior level of parent involvement. P005 stressed that parent involvement was very important in junior high school level because at this stage children were in transition into adolescence or puberty, and consequently, parents should be more involved in monitoring and guiding them. If parents are reluctant to engage with their children, it leads to deviant behavior. This was corroborated by the statements of the P015 and P014, a higher level of education means a higher influence of the social environment.

Otherwise, parent involvement was needed by elementary school-age children. At this level, the children begin in learning and adapt to the new environment. They learn the basics related to enhancing knowledge such as how to write and read, while children at the junior high level had been more independent and parents merely needed to direct, supervise and give confidence to them (P003, P009, P010 and P016). If at this level, parents were already showing good attention and instilling values that can motivate children to learn, then for further education the parents just needed to remind and monitor. As mentioned by P016, parents just stayed directing the course: as you get older the stronger influence of the environment. When a child was an early age, parents should instill a very strong understanding of what the child could and could not do.

Differing perceptions of parent involvement in the school are a factor in the lack of parents' participation in schooling. There were parents who never came to attend meetings held by the school, such as during the distribution of report cards. It is an important moment for parents to know how far the development their children in learning is, and proves the level of parent involvement in assisting their children at home. This is an opportunity for parents to communicate with school staff and ask the progress of their children in school through the homeroom teacher. Mothers were more involved in the process of assisting a child in education than fathers. According to P004, P008, and P016, who were fathers; the mother had a great responsibility in educating children while for a father it was natural to meet the needs of children. Even though both of parents were working and busy with their job, mothers should have attended school. However, a father would take the duty in educating when their children were fighting at school and were a mother not there. Therefore, they guaranteed that mothers know better about the children and have to be close with children.

In brief, the parent had self-perception in caring and raising their children as well as understanding parent involvement in assisting learning. When someone decided to get married it meant they were ready for all the consequences, being a mother or being a father, and having children. Children were a precious treasure entrusted to humans. As P005 emphasizes, if parents did not want to be involved and to be bothering with the affairs of their children, it was better for them not to have children. In addition, P010 noted that in mentoring children in education nothing was too difficult for parents who believe that it is an obligation to educate children. Furthermore, parents should have the basic comprehension of parent involvement and school or educators should provide and arrange the training related to parent involvement.

As a result, these findings concur with the theoretical framework of Epstein (2001, 2011), who said that the basic obligation of families is to fulfill the students' needs such as assisting families with parenting skills, building the discipline and motivation of students, paying tuition fees on time, and solving the constraints as a parent.

5 CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.1. *Conclusions*

On the whole, the results of the study show that most of the parents in an Aceh school involved in this study did not understand the importance of the role of parent involvement in schooling processes. The study was based on Epstein's typology of parent involvement. Parents had different perceptions of the school's need related to their involvement. The most important thing that was understood by the parents was that they understood well about parenting, but they did not really have a good knowledge about other types of parental involvement mentioned in Epstein's typology. For instance, the way of parents' communication with school depended on the problem of their children. In learning at home, the understanding of parents in assisting children in learning was more controlling than monitoring. They felt it enough to know whether their children are studying at home not if their children finished their homework. Concerning volunteering, the parents never became a volunteer, such as a guest teacher. In decision making, they were only involved in the school meetings without giving their opinions related to the school programs. In collaborating with the community, they almost never had the school programs to allow them to collaborate and cooperate with the community.

The main findings of this research on parent involvement in schooling processes in an Aceh school revealed that the understanding of parents about their involvement is limited. Parents merely know their roles, responsibilities, and obligations such as to meet the needs of children, raising children, supporting education and directing in learning. It is only understood as their obligations of being a parent and not on the basis that they are aware of the importance of parent involvement in education. Lack of knowledge about the benefits of parent involvement has led to the lack of awareness concerning the role of being parents both at home and school. In addition, parents have high expectations for their children in educational success. Parents believe that if they have met the

needs of their children, the educational success of their children will be achieved. Therefore, they are only focused on providing the basic needs of their children without involving themselves well in the learning process at schools.

In brief, the division of everyday jobs and responsibilities within the family between father and mother are an impediment to parent's involvement in schools. The parent still perceives that the work of a mother in any form is not categorized as busy even though they are both working. For example, mothers should be able to divide their time between working at home and being active outside the home. In addition, the responsibility of the father is seen as to provide the needs of families at home. Furthermore, fathers have the responsibility for their children's education concerning "violence" such as fighting at school, and thus the father is expected to contribute in solving their children's problems. Meanwhile, the perceived responsibility of the mother is to raise children, take care of the household and support their children's education. Likewise, a mother is also responsible for issues related to "softness" such as assisting their children in doing homework at home and attending school events. Given this understanding, mothers are more likely to engage in any events related to the development and achievement of their children at school and in the society. This was revealed in this study, in the percentage of mothers present at the school meetings and the distribution of students' academic reports. Therefore, mothers were more frequently present than fathers.

Additionally, parents' understanding of mentoring children in learning is that it is most needed for elementary school aged children. At the early age, children learn and interact with new environments such as schools, and they are still dependent on their parents. Thus, parents have the authority to decide on any matters relating to their children. As for the junior high level or the next level, parents' assistance is not really necessary anymore. Parents believe when children enter their teens, they have become independent and are able to decide what is best for them. The role of parents is also diminishing as their children become an adult. In fact, accompaniment and support of parents in education is not only for primary school age children but also up to higher education. Although the parents do not know about the term golden age, they know that the primary school age children need greater assistance in learning and writing tasks than high school age children.

Overall, parents have positive expectations when it relates to education. One of the goals of the involvement of parents in supporting their children's education is in order to get good grades and behave well at school. Parents' understanding of the learning associated with academic achievement has a great value in accordance with the minimum passing standard. Parents' perception of learning is the responsibility of their children in homework from school. The role of parents is just to remind and ensure the completion of work at home. Whether students know or not

about the tasks assigned is not the priority. Thus, parents are not fully engaged in assisting the children when doing homework. In addition, the limited knowledge of the material taught in schools also caused the learning assistance to be ineffective. Therefore, to overcome the difficulties of children in completing assignments, parents facilitate with facilities such as internet technology. The internet is a solution to overcome the problems associated with learning.

Furthermore, this study has shown that parents communicate with their children and with teachers only when their children have a problem at school both academic and attitude. For example, one of the students' academic problems is a low grade in particular subject. Importantly, in Sukma Bangsa School, there is a standard of assessment in the learning process leave out. There are three categories of grades which will be informed to parents on their children's academic report, namely students' participation, their knowledge, and practices. The teachers' assessment of students' participation includes their attitude. But, the assessments of students' practice in learning consist of their skill, performance, class project, and portfolio. For this reason, parents should have the initiative to contact teachers. Also, they should have a positive communication with their children. In addition, parents should also be concerned to involve themselves in education to encourage their children's achievement. Therefore, they will automatically know their children's development at school, even if their children have a problem at school.

Further, the other findings are that the purpose of the parent to attend events at school is to fulfill the school's invitation, not because of their responsibilities in supporting their children in education. Parent involvement in the educational process is not because of their own initiative, but it is caused by the school's invitation to fulfill certain programs. For instance, the school invites parents to be a guest teacher. In this case, parents give their experience and knowledge to encourage students in learning. In fact, parents are not willing to become a guest teacher because they are really busy with their jobs. Moreover, parent involvement in the other activities such as attending to Sukma Award, Sukma Idol, bazaar, and family gathering is not optimal yet. Therefore, parents only attend the school when they receive an invitation from school.

Next, the role of the school committee does not support parent involvement. The surprising finding is that the school committee in Sukma Bangsa is not effective yet. Importantly, the school committee represents the concept of representativeness of parents so that parents get to be involved in the decision making concerning school policy. In fact, the school committee in Sukma Bangsa is not running well, because the school management has not formed the new school committee yet. The management of the school committee applies for 5 years. In Sukma Bangsa School, the school committee started from 2010 until 2015. Meanwhile, the structure of the school committee for 2016- 2021 has not been formed yet. Therefore, the school committee is not running well because it

is still the previous school committee. Moreover, the school committee does not have programs to involve parents in the learning process and the school programs.

Finally, collaborating with the community has not been practiced by parents at the school. Actually, the school is making a connection to the community and organizations but is not optimal yet. On the other hand, parents have a connection to other parents through communication. Parents share the information about their children, especially when they take their children's academic reports. On this occasion, taking the children's academic reports is usually conducted in the classroom. Therefore, parents are able to meet other parents when they wait their turn for discussion with the homeroom teacher. Parents talk more to other parents about their children's attainment at school, their attitude, the school's programs, and barriers to their children's development in education. Moreover, parents are able to solve their children's problems both academic and attitude through sharing with others parents and also the homeroom teacher.

5.2. *Implications*

5.2.1. Policy implications

The school initiatives to make the programs to make parents more involved in education include communicating, volunteering, decision making, and collaborating with the community. The programs that support parents in communicating with the school through teachers are initiated in giving information to parents about their children's development. Then, the types of parent involvement at school are being a guest teacher, allowing home visits, attending workshops, bazaar, graduation, family gatherings, and the Sukma Award. Parent involvement in making a decision through school policy within school committee meeting is not run well. Consequently, parents are not involved well in making connection with other parents and organizations in the community.

The participation of parents in the school committee is an essential factor to promote the school's programs. Thus, the school committee has an important role in facilitating the voice of parents in school. Lack of parent involvement in supporting the school programs through school committee meetings is caused by the ineffectiveness of the school committee. Furthermore, the structure of the school committee at Sukma Bangsa had ended in 2015, and the school has not established the new one. Therefore, the school, including the management level and principals, should promote the school committee to involve parents in the school's programs.

Schools need to evaluate the programs that involve parents in learning: whether it is performed well or not in each semester or year. Good administration can help the schools to evaluate each process in the school. Evaluation of parental involvement can be done based on the presence of parents in the school. It can be based on both school invitations and the parents' own initiative. For example, from the attendance list it can be identified who never attends school. Thus, they can be contacted or visited in their homes. Therefore, the awareness of the importance of parental involvement in their children's education will be formed.

The lack of parents' understanding about the importance of parent involvement in student achievement becomes a barrier for the parent. In addition, the lack of training by the Department of Education for educators also becomes an obstacle to the teacher when communicating with parents. Furthermore, schools need to hold seminars on socialization and parental involvement in education both for teachers and for parents.

5.2.2. Recommendation for further research

We recommend that future research should focus on parent involvement in both private and public school. We assume that there is a distinction of parent involvement related to the parent's relationship with teachers. The differences are that public school depends on the Education Department while the private school has own authority. Therefore, the learning process of education is different between private and public schools. In addition, parent involvement at public and private schools may also be influenced by school culture.

The Law Number 20 of 2003 has set out the rights and obligations of everyone in education and also about the role of parents, schools, and communities often referred to as the three cores of education. In order to enhance the quality of education, not only the parents or the school are responsible but the communities also must participate. Thus, the local education department needs to rethink about Law Number 20 of 2003 and the national education system. Does the program meet the standards as set out in the legislation? Therefore, agencies need to disseminate to the principal and teachers about the three cores of education, which is that families, schools, and communities have a role in improving education.

The limitation of this study was a lack of exploration concerning the responsibilities of parents by gender. Thus, further research needs to be done on the understanding of parents' division of tasks within the family based on gender. Why should a mother be responsible for children's education, as many parents assume? In essence, parents have the same responsibility towards their children's education, not just a mother only.

REFERENCES

- Alsheikh, N. O., Parameswaran, G., & Ethoweris, H. (2010). Parenting style, self-esteem and student performance in the United Arab Emirates. *Current Issues in Education*, 13(1).
- Anfara Jr, V. A., & Mertens, S. B. (2008). Varieties of parent involvement in schooling. *Middle School Journal*, 39(3), 58-64.
- Ardelt, M., & Eccles, J. S. (2001). Effects of mothers' parental efficacy beliefs and promotive parenting strategies on inner-city youth. *Journal of Family issues*, 22(8), 944-972.
- Assalahi, H. (2015). The Philosophical Foundations of Educational Research: a Beginner's Guide. *American Journal of Educational Research*, 3(3), 312-317.
- Baedowi, Fachruddin F., Alam S., Panggabean R. S., Hasanah A., Burhanudin J., Amal A. T., Mahyudin, Zen P. Z., Maulana A., (2005). Blueprint of Sukma Bangsa School. *Yayasan Sukma, Media Group*.
- Bandura, A. (1994). Self-efficacy. In. VS Ramachaudran. *Encyclopedia of human behavior*, 4, 71-81.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development to support parent engagement: A case study of early childhood practitioners. *Early Education and Development*, 20(3), 482-506.

- Chen, W. B., & Gregory, A. (2010). Parental involvement as a protective factor during the transition to high school. *The Journal of Educational Research*, 103(1), 53-62.
- Colley, B. M. (2014). Voices from the Gambia: parents' perspectives on their involvement in their children's education. *Childhood Education*, 90(3), 212-218.
- Cunha, J., Rosário, P., Macedo, L., Nunes, A. R., Fuentes, S., Pinto, R., & Suárez, N. (2015). Parents' conceptions of their homework involvement in elementary school. *Psicothema*, 27(2), 159-165.
- Daniel, G. R., Wang, C., & Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. *Early Childhood Research Quarterly*, 36, 168-177.
- DeHass, A. G. (2005). Facilitating parent involvement: Reflecting on effective teacher education. *Teaching and Learning-Grand Forks-*, 19, 57.
- Deslandes, R., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. *The Journal of Educational Research*, 98(3), 164-175.
- Deslandes, R. (Ed.). (2009). *International perspectives on contexts, communities and evaluated innovative practices: family-school-community partnerships*. Routledge.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child development*, 81(3), 988-1005.
- Epstein, J.L. (1987). Parent involvement: What research says to administrators? *Education and Urban Society*, 19(2), 119-136.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action*. Corwin Press.

- Epstein, J. L. (2010). School/family/community Partnerships: Caring for the Children We Share: When Schools Form Partnerships with Families and the Community, the Children Benefit. These Guidelines for Building Partnerships Can Make It Happen. *Phi Delta Kappan*, 92(3), 81.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13(1), 1-22.
- Fitriah, A., Sumintono, B., Subekti, N. B., & Hassan, Z. (2013). A different result of community participation in education: an Indonesian case study of parental participation in public primary schools. *Asia Pacific Education Review*, 14(4), 483-493.
- Froiland, J. M., Oros, E., Smith, L., & Hirschert, T. (2012). Intrinsic motivation to learn: The nexus between psychological health and academic success. *Contemporary School Psychology: Formerly "The California School Psychologist"*, 16(1), 91-100.
- Georgiou, S. N. (1996). Parental involvement: Definition and outcomes. *Social Psychology of Education*, 1(3), 189-209.
- Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 84(3), 376-396.
- Harvey, P., & Martinko, M. J. (2009). Attribution theory and motivation. *Organizational behavior, theory and design in healthcare*, 143-158.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, 45(3), 740.
- Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental involvement in homework. *Educational psychologist*, 36(3), 195-209.

- Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer Science & Business Media.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52.
- Houtenville, A. J., & Conway, K. S. (2008). Parental effort, school resources, and student achievement. *Journal of Human resources*, 43(2), 437-453.
- Ibrahim, A. T., & Jamil, H. B. (2012). The Nature of Parental Involvement in the Schooling Process in Katsina State. *Journal of Education and Learning*, 1(2), 37.
- Karsidi, R., Humona, R., Budiati, A. C., & Wardoyo, W. W. (2014). Parent Involvement on School Committees as Social Capital to Improve Student Achievement. *Excellence in Higher Education*, 4(1), 1-6.
- Kimu, A. M., & Steyn, G. M. (2013). Applying the Epstein Model to Investigate Parent Involvement in Public Primary Schools in Kenya. *Journal of Asian and African Studies*, 48(5), 607-622.
- Kocayörük, E., & Şimşek, Ö. F. (2016). Parental Attachment and Adolescents' Perception of School Alienation: The Mediation Role of Self-Esteem and Adjustment. *The Journal of psychology*, 150(4), 405-421.
- Larsson, J., & Holmström, I. (2007). Phenomenographic or phenomenological analysis: does it matter? Examples from a study on anaesthesiologists' work. *International Journal of Qualitative Studies on Health and Well-being*, 2(1), 55-64.
- Majzub, R. M., & Salim, E. J. H. (2011). Parental involvement in selected private preschools in Tangerang, Indonesia. *Procedia-Social and Behavioral Sciences*, 15, 4033-4039.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

- Núñez, J. C., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. L. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. *Metacognition and learning*, 10(3), 375-406.
- Olmstead, C. (2013). Using technology to increase parent involvement in schools. *TechTrends*, 57(6), 28-37.
- Patrikakou, E. N., & Weissberg, R. P. (2000). Parents' perceptions of teacher outreach and parent involvement in children's education. *Journal of Prevention & Intervention in the Community*. 20(1-2). 103-119.
- Patrikakou, E. N., & Anderson, A. R. (Eds.). (2005). *School-family partnerships for children's success*. Teachers College Press.
- Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using Interpretative Phenomenological Analysis in qualitative research psychology. *Psychological Journal*, 20(1), 7-14.
- Pomerantz, E. M., & Eaton, M. M. (2001). Maternal intrusive support in the academic context: transactional socialization processes. *Developmental psychology*, 37(2), 174.
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of educational research*, 77(3), 373-410.
- Reynolds, A. J. (1992). Comparing measures of parental involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7(3), 441-462.
- Samad, S. A. A. (2015). Character Education Base on Local Wisdom in Aceh (Study on Tradition of Children Education in Aceh Community). *Al-Ulum*, 15(2), 351-370.
- Sanders, M. G., & Epstein, J. L. (1998). School-family-community partnerships in middle and high schools.

- Sandjaja, S. (2001). Pengaruh keterlibatan orang tua terhadap minat membaca anak ditinjau dari pendekatan stress lingkungan. *Psiko dimensia kajian ilmiah psikologi*, 2(1), 17-25.
- Sapungan, G. M., & Sapungan, R. M. (2014). Parental involvement in child's education: Importance, barriers and benefits. *Asian Journal of Management Sciences & Education*, 3(2), 23-43.
- Shah, R., & Cardozo, M. L. (2014). Education and social change in post-conflict and post-disaster Aceh, Indonesia. *International Journal of Educational Development*, 38, 2-12.
- Smith, J., Wohlstetter, P., Kuzin, C. A., & De Pedro, K. (2011). Parent involvement in urban charter schools: New strategies for increasing participation. *School Community Journal*, 21(1), 71.
- Sohn, S., & Wang, X. C. (2006). Immigrant parents' involvement in American schools: Perspectives from Korean mothers. *Early Childhood Education Journal*, 34(2), 125-132.
- Strickland, S. C. (2015). The Effects of Parental Motivations on Home-Based and School-Based Parental Involvement.
- Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of education*, 126-141.
- Sumargi, A., Sofronoff, K., & Morawska, A. (2015). Understanding parenting practices and parents' views of parenting programs: A survey among Indonesian parents residing in Indonesia and Australia. *Journal of Child and Family Studies*, 24(1), 141-160.
- Werf, G., Creemers, B., & Guldemon, H. (2001). Improving parental involvement in primary education in Indonesia: Implementation, effects and costs. *School effectiveness and school improvement*, 12(4), 447-466.
- Weiner, B. (1986). An attributional theory of achievement motivation and emotion. In *An attributional theory of motivation and emotion* (pp. 159-190). Springer US.

- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377-397.
- Yetti, R. (2012). Pengaruh keterlibatan orang tua terhadap minat membaca anak ditinjau dari pendekatan stress lingkungan. *Pedagogi*, 9(1), 17-28.
- Yin, R. K. (2003). Case study research design and methods third edition. *Applied social research methods series*, 5. Thousand Oaks, CA: Sage Publications
- Yoder, J. R., & Lopez, A. (2013). Parent's perceptions of involvement in children's education: Findings from a qualitative study of public housing residents. *Child and adolescent social work journal*, 30(5), 415-433.



UNIVERSITY
OF TAMPERE

SCHOOL OF EDUCATION

CONSENT FORM OF INTERVIEW WITH AUDIOTAPING

In relation to the partnership between Yayasan Sukma and University of Tampere in enhancing teachers' capacity at Sukma Bangsa School as a part to the Commissioned MA Programme in Teacher Education at the University of Tampere, Finland.

"I, _____ parents of _____ students of _____, consent to participate in the research entitled "*Parent Involvement In Schooling Processes: A Case Study in an Aceh School*" conducted by Dwi Wulandary, S.T. and Herlisa, S.Si. I have understood the nature of this project and wish to participate. My signature below indicates my consent.

Bireuen, 2016

Signature

Participant:



INTERVIEW

- Name of students** : Dwi Wulandary and Herlisa
- Title** : Parent Involvement in Schooling Processes: A Case Study in an Aceh School
- Research Question** :
1. How do parents' understand their involvement in schooling processes?
 2. What different ways do parents/homes and school communicates with each other?
 3. Whose parents are frequently involved in schooling processes?

A. The Schedule of Interview:

1. Day/Date :
2. Time :

B. Parent Identity:

What is your gender? <input type="checkbox"/> Female	<input type="checkbox"/> Male
What is your age? <input type="checkbox"/> 20 – 29 <input type="checkbox"/> 30 – 39 <input type="checkbox"/> 40 – 49 <input type="checkbox"/>	<input type="checkbox"/> 50 – 59 <input type="checkbox"/> 60+ <input type="checkbox"/> other (please list): _____
What is your race/ethnicity? <input type="checkbox"/> Acehnese <input type="checkbox"/> Gayo <input type="checkbox"/> Javanese	<input type="checkbox"/> Tamiang <input type="checkbox"/> Batak <input type="checkbox"/> Other (please list): _____
What is your highest level of education? <input type="checkbox"/> Elementary school <input type="checkbox"/> Junior High school <input type="checkbox"/> Senior High school	<input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Other (please list): _____
What is your current job? <input type="checkbox"/> Teacher <input type="checkbox"/> Entrepreneur <input type="checkbox"/> Indonesian Police	<input type="checkbox"/> House wife <input type="checkbox"/> Other (please list): _____
What is your relationship to the child? <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandparent	<input type="checkbox"/> Step-Mother <input type="checkbox"/> Step-Father <input type="checkbox"/> Other (please list): _____

How many children do you have? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5+
How many of them are in a school at the moment? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5+
How many of them have been in school in previous time? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5+

C. Interview of Question

Opening Questions:

1. How do you define parental involvement?
2. What are your purposes of involvement in your children's educational processes?
3. In what ways have you been involved with your child's education?
4. How many hours do you spend with your child in a day?

Parenting

5. What do you do to help your child at school?
6. Do you monitor the way your child spends his/her time outside of school? How do you monitor that?

Communicating

7. Do you sometimes visit the school uninvited to discuss your children's education?
8. How often each month, on average, do you contact the school?

Volunteering

9. Do you participate in school events? If so, what events?

Learning at home

10. Do you monitor your child's homework? Do you make sure he/she does his/her homework?
11. What do you do when your child face difficulties in doing homework?
12. Do you have discussions with your child about his/her school, class work, and homework?

Decision-making

13. Do you participate in any parent association at school?
14. Do you feel that parents' voices are heard at school with regards to school decisions?
15. Have you ever communicated with other parents at the school, where you share your experience?

Collaborating with community

16. Are you a member of any community association?

Ended Questions

17. What are the barriers to parental involvement? How can they be overcome?
18. How can appropriate communication between parents and school be more effective?

Summarizing results of parent involvement based on Epstein's typology

	Parenting	Communicating	Volunteering	Learning at home	Decision-making	Collaborating with the community
P001	Yes	Yes	sometimes	sometimes	sometimes	No
P002	Yes	Yes	sometimes	sometimes	yes	No
P003	Yes	Sometimes	No	sometimes	no	No
P004	sometimes	No	sometimes	no	no	No
P005	Yes	No	No	sometimes	no	No
P006	yes	No	sometimes	no	no	No
P007	yes	Yes	No	sometimes	no	No
P008	yes	Yes	sometimes	sometimes	yes	No
P009	yes	Yes	No	no	yes	No
P010	yes	Sometimes	sometimes	no	no	No
P011	yes	No	Yes	sometimes	no	No
P012	sometimes	No	sometimes	no	no	No
P013	sometimes	No	No	sometimes	no	No
P014	yes	Yes	sometimes	sometimes	yes	No
P015	yes	Sometimes	No	no	no	No
P016	yes	Sometimes	sometimes	no	no	No

Indicators for parent involvement based on Epstein's typology

Types 1	Indicators of parenting
Yes	<ul style="list-style-type: none"> - The parents fulfill the basic needs such as home environment, building discipline and motivation. - The parents fulfill the school needs such as paying school fees on time, providing the school equipment, picking up the children from school.
Sometimes	<ul style="list-style-type: none"> - The parents are inconsistent in fulfilling the basic needs or school needs.
No	<ul style="list-style-type: none"> - Parents never fulfill the basic needs such as home environment, building discipline and motivation. - Parents never fulfill the school needs such as paying school fees on time, providing the school equipment, picking up the children from school.

Types 2	Indicators of communicating
Yes	- Two-way communication, the parents and school communicate with each other at least once a month.
sometimes	<ul style="list-style-type: none"> - The parents and school only once or twice in a semester communicate with one another. - One-way communication, only the parents communicate with school or only the school delivers the information to the parents.
No	<ul style="list-style-type: none"> - Both of the parents and school never communicate with each other. - The parents only receive a message from school about school's intuition; this is a routine program which is sent automatically from the computer school system to all parents.
Types 3	Indicators of volunteering
yes	- The parents more than once in a semester are involved in school events as a volunteer, such as guest teacher, fundraising, the PTA, the academic report, and Sukma Award.
Sometimes	- The parents only once in a semester are involved in school events as a volunteer, such as guest teacher, fundraising, the PTA, the academic report, and Sukma Award.
No	- The parents are never involved in school events as a volunteer, such as guest teacher, fundraising, the PTA, the academic report, and Sukma Award.
Types 4	Indicators of learning at home
Yes	<ul style="list-style-type: none"> - The parents are helping and assisting the children in doing homework in every subject. - The parents are monitoring the children activities in learning at home. - The parents are discussing with children about school activities.
Sometimes	<ul style="list-style-type: none"> - The parents are helping and assisting the children in doing homework only in some subject. - The parents are sometimes monitoring the children activities in learning at home. - The parents only discuss with children when they get invitations from school.
No	<ul style="list-style-type: none"> - The parents are never helping and assisting the children in doing homework. - The parents are never monitoring the children activities in learning at home. - The parents never discuss with children about school activities.
Types 5	Indicators of decision-making
yes	<ul style="list-style-type: none"> - The parents more than once in a semester convey suggestions for school programs on the PTA. - The parents have communication and discussion with other parents about the

	school programs.
sometimes	- The parents only once in a semester convey suggestions for school programs on the PTA.
No	<ul style="list-style-type: none"> - The parents never convey suggestions for school programs on the PTA. - The parents never communicate and discuss with other parents about the school programs.
Types 6	Indicators of collaborating with the community
yes	<ul style="list-style-type: none"> - The parents are members of the school committee. - The parents have at least twice been involved in the school committee meetings.
Sometimes	<ul style="list-style-type: none"> - The parents have more than twice been involved in the school committee meetings. - The parents ever communicate and discuss with the school committee.
no	- The parents are not members of the school committee.